DOCUMENT RESUME

ED 239 991 SO 015 277

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TITLE Strategies Unlimited.
INSTITUTION Area Education Agency 7, Cedar Falls, IA.
PUB DATE 80
NOTE 278p.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC12 Plus Postage.
DESCRIPTORS *Economics Education; Ethnic Studies; *History Instruction; Instructional Materials; *International Studies; Learning Activities; Legal Education; Lesson Plans; Secondary Education; *Social Studies; Sociology; Teaching Methods; *United States Government (Course); United States History; Units of Study
IDENTIFIERS PF Project

ABSTRACT

Designed primarily for teachers of students in grades 7-12, the document presents over 60 social studies teaching strategies and lesson plans. Each lesson includes an overview, grade level information, suggested course/subject matter uses, objectives, suggested materials, student materials, and an instructional plan. Lesson topics fall into the general areas of government, current American issues/problems, world issues/problems, American history, world history, economics, consumer education, law-related education, sociology, psychology, and world geography. Specific lesson topics include interacting with the government, experiencing economics, the sixties, governments of the world, consumer protection, legal case studies, propaganda and advertising, decision making, mock trials, supply and demand, Nazi Germany, the American Civil War, blacks and public schooling, and religious tolerance. The document is part of a collection of materials from the Iowa Area Agency 7 Teacher Center project. (LH)

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STRATEGIES UNLIMITED

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SO 015 277

AREA
EDUCATION
AGENCY 7

Cedar Falls, Iowa

Document title: Strategies Unlimited

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Developed with funds provided by a federal Teacher Center grant contract under the provisions of the Higher Education Act of 1965.

AEA 7 Teacher Center
Waterloo, Iowa
Sept. 15, 1978 to Aug. 15, 1983

Teacher Center Policy Board Chair - Doris Mauer
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Idea File
Social Studies
#1

"INTERACTING WITH GOVERNMENT"

Overview - This lesson provides students with the opportunity to study government through practical community encounters. Moreover, this activity makes students' inquiry into their community practical and rewarding.

Grade - Senior High School (10, 11, 12)

Course/Subject Matter - Government (Political Science, Civics), Current Problems/Issues

Objectives - (1) To provide students with practical problem-solving experiences related to governmental issues
(2) To expose students to the range of governmental services available to its citizens, and procedures for obtaining them

Materials - Students will need paper and a pen. Teachers will need a list of student investigations similar to the following:

Federal Level -
- How to...
  - become a citizen of the United States
  - obtain a passport
  - use the Bureau of Customs
  - obtain food stamps
  - procure an appointment to West Point
  - find if a car meets safety standards
  - get a patent for a new invention
  - find which species of animals are protected by law
  - obtain social security benefits

State Level -
- How to...
  - file a complaint of sex discrimination
  - apply for unemployment compensation
  - run for state legislature
  - transfer the title of a car
  - obtain benefits for veterans
  - impeach the governor of the state
  - obtain schooling for the mentally retarded
  - seek help for drug rehabilitation
  - file for worker's compensation
  - file a complaint of racial discrimination
  - submit a consumer complaint

Local Level -
- How to...
  - obtain a vendor's license
  - post bond
  - procure a marriage license
  - obtain a divorce
  - obtain free mental and dental care
  - get a building permit
  - declare bankruptcy
  - adopt a child

Materials - Teachers are encouraged to add their own ideas to the list above. Also, teachers may assign the more difficult tasks to those students with higher abilities.

Instructional Plan - Assign each student a separate problem from the list above, asking each student to formulate a plan by which this problem might be solved. A time limit of two weeks adds a measure of realism to this project.

As their search for solutions extends beyond the classroom, a chronological listing of all activities must be kept by all students. Documentation of their visits, whether signatures of individuals to whom they have spoken or the securing of specific forms, adds legitimacy to this lessons.

The final report may be presented in written and/or oral form. The report should include a description of how the student went about solving the problem. Experience has shown that students enjoy exchanging their trials and tribulations during an oral session to the class.

This lesson enables students to interact with the real world on a personal level. Each student has a separate task requiring individual work. Undoubtedly, students will experience the frustration that sometimes can accompany citizenship in our society.

"GRAY POWER"

Overview - Visiting a home for the aged can be quite educational. Here's an idea how a local resource such as this can be put to good use.

Grade - 7 - 12

Course/Subject Matter - Any social studies course, such as Current Issues/Problems, American Society, etc.

Objective - To add a personal dimension to students' understanding of a particular era, such as the 1920's or 1930's.

Instructional Plan - The teacher will need to contact the director of a local nursing home regarding a visit by secondary students. Be specific about the topics to be discussed, the amount of time that will be needed, best times for the visit, and the number of students who will visit the home.

A teacher may choose to send only a selected number of students, since each interview can be recorded on tape and shared with fellow classmates. Students should carefully formulate each question prior to embarking.

One reminder: Permission should be secured from the home's director and each resident who is to be interviewed prior to recording their conversations.

Materials - Teachers will need to have tape recorders available to students. Each student should be instructed on how to properly use the recorder. Students will need to take along the prepared questions in addition to paper and a pen.

"HOUSEHOLD HISTORY"

Overview - How can you get your students to feel they are really a part of history? The following lesson allows students the opportunity to make a genuine contribution to the study of history in your classroom.

Grade - Junior-Senior High (7-12)

Course/Subject Matter - Any course in which Iowa or American history is (are) studied.

Objective - To provide students with history instruction that is both personal and meaningful.

Materials - Each student should attempt to obtain at least one item from their household which they feel has historical significance. The teacher may choose to pinpoint a decade, or a span of years to guide students' selection of items.

Instructional Plan - This lesson could be used at almost any time during the course of the school year, as an introductory lesson on the meaning and relevance of history or possibly a culminating activity. Each student is instructed to bring at least one historical item (of their choosing) to school. Students may bring in old letters, deeds, etc. Heirlooms, hand-me-downs, and other similar objects work best. Teachers should stress care when students transport the objects to and from school. In addition to finding an item, students are to research the object's background as thoroughly as possible.

Teachers may choose to guide the student generated discussion in a variety of ways. Usually three-to-five minutes per pupil should be allowed for the oral presentation.

"THE KODAK LESSON"

Overview - Using a camera in your classroom can add an interesting dimension to the study of society. Here's some ideas about how to get students more interested in learning social studies via the use of the camera.

Grade - Senior High (10, 11, 12)

Course/Subject Matter - Any social studies course

Objective - To add to students' understanding of a particular lesson by adding a photographic dimension.

Materials - Although a variety of cameras could be used, the best would be a Single Lens Reflex (35mm). Your school should already own a camera--check into it. Students will need slide film. Like the cameras, there is a variety of slide film available. Consult a camera shop regarding a particular type.

Teachers will need to show students how to operate the camera, if the camera is not owned by the student.

Instructional Plan - No one specific plan is set forth in this lesson. However, a few ideas will be mentioned:

(1) Have three students investigate a community problem using slides. Perhaps there's a need for a traffic signal in front of the school, or some similar activity. The entire story should be told through slides. It becomes a real challenge for students to express themselves through this medium.

(2) Have students read a book of their choice. Instead of a book report, students must explain the book's meaning through slides. Close-up photos could be taken.

(3) Do a history of your school through slides. This makes an interesting project for two or three students. The final product could be showed to the entire student body.

(4) Take pictures of your class and school and send them to a school in another part of the country or possibly to a school in a foreign country.

The possibilities are endless. Experiment with the use of a camera in your classroom.

"EXPERIENCING ECONOMICS"

Overview- This lesson provides students with the opportunity to study economics through practical community encounters. Moreover, this activity makes students' inquiry into their community practical and rewarding.

Grade- Senior High School (10, 11, 12)

Course/ Subject Matter- Economics (applied or theoretical)

Objectives- (1) To provide students with practical problem-solving experiences related to economics
(2) To expose students to the range of economic services available to them, and procedures for obtaining them

Materials- Students will need paper and a pen. Teachers will need a list of student investigations similar to the following:

How to...
use the Better Business Bureau
establish a credit rating
purchase a life insurance policy (also auto, home, and health)
apply for a car loan (also home)
open a checking or savings account
determine the services of a bank
file for bankruptcy
purchase a U.S. Savings Bond
set up a trust fund
set up a will
obtain governmental help with a tax return
determine how many taxes an average citizen pays
determine the functions of the Federal Reserve System
determine the best price for a particular good or service
purchase shares of stock

Instructional Plan- Refer to the instructional plan for Idea #1.

"THE SIXTIES: AN EVALUATION"

Overview - Experience has shown that a variety of opinions have been set forth as to the lessons of the sixties. This activity provides students with the opportunity of studying the sixties and expressing their viewpoints in a valuable way.

Grade - 10 - 12

Course/Subject Matter - American History, Government (Political Science), Current Issues/Problems

Objective - To allow students to express their viewpoints of the sixties in a unique and meaningful way

Materials - A 35mm Single Lens Reflex camera and slide film. As the slide presentation is being developed, students and teachers might want to obtain music from this era.

Instructional Plan - Your class's assignment will be to study the sixties, exploring the variety of viewpoints surrounding this era. Textbooks can be used; however, the students' individual research should go far beyond the textbook. Many sources are available, such as Newsweek, Time, and LIFE publications. Explore your library for good resources.

After a thorough study of the sixties, students will work on producing a slide presentation which expresses the class's findings and interpretations of the sixties. The class will need to work on the specific photographs to use in the show, in addition to writing the narrative and choosing the appropriate music.

This lesson takes a great deal of time to plan for and execute. However, the end result makes it worthwhile. The class may choose to show their work to other classes, or parents.

The actual picture taking should be done by the teacher or a media specialist. However, if a student happens to be experienced with photography, you may call on him/her to assist.

"INTERACTING WITH OUR WORLD"

Overview - Adding a global perspective to your teaching can be fun and highly rewarding. This lesson describes an activity which highlights the extent of interdependence in our society, by having students communicate with other students around the world.

Grade - With varying degrees of sophistication, grades 7 - 12

Course/Subject Matter - Any social studies course

Objectives - To provide students with a personal understanding of the concepts of interdependency and self-sufficiency

Materials - Students will need paper suitable for letter writing, and a pen. Teachers will need to secure a list of names of students and/or teachers in countries around the world. A good source of names would be an International Studies department at a university, or a civic group with an international focus. Teachers will need to follow leads in search of names and addresses. Some students will have friends in various countries which may be used in this activity. You'll be surprised how easy it is to compose a list of names and addresses for this activity.

Instructional Plan - There is a large number of preparatory strategies that could be used to introduce students to the concepts of interdependency and self-sufficiency. For example, a class may hypothesize what it would be like without oil from the Middle East, televisions from the Far East, etc.

After a preparatory strategy, students are to conduct an inventory of their home and community noting those things in our society which were made in foreign cultures. A list of ten items within the home and ten items from the community will suffice.

After a discussion of our local interdependence, students are to compose letters to students and/or teachers in foreign countries. The letters should: (1) describe your study of interdependence, and (2) request that they conduct a similar inventory in their home and community and send it back to you. If you could only find a few addresses, several students may want to take part in the writing of one letter. It is important that you mail the letters and make sure your students include your school address and your name. This will insure proper handling of the letters.

This activity affords the opportunity to add a global perspective to your class on a very personal level. This lesson can add insight into any social studies course, expecially one studying foreign cultures.

"GOVERNMENTS OF THE WORLD"

Overview - This lesson provides students with the opportunity of studying governments other than the United States in a meaningful and organized manner.

Grade - 7 - 12

Course/Subject Matter - World Issues/Problems, Government (Political Science), or other similar courses

Objective - To expand students' understanding of governments of a number of foreign countries through firsthand research

Materials - Students will need a copy of the attached worksheet. Teachers will need to complete the worksheet prior to taking the students to the school library.

Instructional Plan - Supply each student with a copy of the attached worksheet. Allow students to spend at least two days in the library to find answers to the worksheet. The school librarian will assist students in their search for data.

Upon completing the worksheets, teachers may want to spend time carefully covering the answers. This lesson adds to students' knowledge of foreign governments.

WORKSHEET

Directions: Listed below are twelve national governments. Using this key, indicate the terms which apply to each of the governments.

A	B	C	D
1. Monarchy	1. Executive	1. Federalized	1. Authoritarian
2. Republic	2. Parliamentary	2. Unitary	2. Democratic
			3. Rotalitarian

A	B	C	D	NATION
				1. Great Britain
				2. Kenya
				3. France
				4. India
				5. Japan
				6. Spain
				7. West Germany
				8. Union of Soviet Socialist Republics
				9. United States
				10. Iran
				11. Nigeria
				12. People's Republic of China

"BIG DEAL"

Overview - This instructional activity confronts your class with an interesting problem which requires a unanimous decision.

Grade - 7 - 12

Course/Subject Matter - Any social studies course

Objectives - (1) To have students grapple with problem-solving within a group
(2) To have students make value choices in a group setting

Materials - None

Instructional Plan - The teacher will need to get five or six students, who have an extra twenty-five cents to spend, to volunteer to possibly earn a dollar or more (students usually respond enthusiastically at this point). Place the volunteers in the middle of the room and instruct the remaining class members to choose one person to receive all the money. Do not allow split decisions. After these instructions, the students in the middle of the room must leave.

The discussion that will follow can be quite interesting. Allow the discussion to continue until a unanimous decision has been made.

This activity stresses leadership and problem-solving within a group. Students soon learn that cooperation and order is extremely important. Student reasoning is fascinating.

A follow-up activity is a must. Teachers may want to discuss the implications of the students' work. Also, parallels should be drawn which exemplify real world decision-making such as this.

"HISTORY'S BEST"

Overview - Who made the greatest contribution to mankind? This lesson makes for an excellent culminating activity for your history class.

Grade - 9 - 12

Course/Subject Matter - Any history course

Objective - To have students objectively analyze the people who made the greatest impact/contribution to society.

Materials - Students will need paper and a pen. Teachers will need to develop a list of criteria by which these individuals will be assessed (students may also take part in this activity).

Instructional Plan - This activity is a great one to rap up the year. After arriving at a suitable list of factors on which to judge the various individuals, students will need to begin their search for the Number 1 person in history. Moreover, teachers may want students to rate the top five people in history.

This activity stresses student research, and is a lesson students thoroughly enjoy. The particular categories may be far reaching or quite limiting. For example, you may choose just one category such as: HELPED THE MOST PEOPLE. Teachers should allow two weeks for this assignment. Final reports should be oral and possibly written.

Students might enjoy comparing their final list with that derived by Hart in his best selling book, The 100.

"YANKEE VS REBEL"

Overview - This lesson provides students the opportunity to assess developments in American history from 1820 to 1860, eigher through the eyes of a southern slave holder or a northern abolitionist.

Grade - 10, 11

Course/Subject Matter - U. S. History

Objectives -
(1) Students will learn the reasons and events that eventually caused the South to secede from the Union.
(2) Students will interpret and evaluate these events as to how the event or issue would affect them either as a northern abolitionist or southern slave holder.
(3) Students will be able to discuss or write evaluative papers describing how they "feel" about an event or issue either as a southern slave holder or northern abolitionist.
(4) Students will be able to assess the reasons why the American Civil War was fought.

Materials - Standard U.S. History textbook, 16mm films and other learning materials

Instructional Plan - Before beginning a unit identifying the causes of the American Civil War, ask students to decide whether they would like to "view" this unit through the eyes of a northerner or southerner. Than ask students to react, as either a southern slave holder or northern abolishionist, to events and/or issues they read about in their textbooks, primary and secondary sources, or viewed in films and filmstrips.

"AMATEUR PSYCHOLOGIST"

Overview - This lesson provides students the opportunity to identify possible personality traits of well-known figures in history through the use of autobiographies and biographies.

Grade - 10, 11, 12

Course/Subject Matter - American History, American Government, World History, Current Issues

Objectives - (1) Students recognize historical figures are human beings having special talents, habits, and childhood experiences which shaped their personalities, influencing their accomplishments and/or decisions.
(2) Students will use autobiographies and biographies as their primary source of information.
(3) Students will pick out personality traits they feel describes the historical person.

Materials - Character and Personality Profile Guide for Students. Also, Personality Trait Checklist, autobiographies and biographies, and any other appropriate literary materials.

Instructional Plan - Give each student or small groups a copy of Character and Personality Profile Guide for Students. Tell them they are to pick a historical person to do a personality of during any particular unit.

Present an introductory overview of the unit using materials which refer to the people involved during that topic of study.

From the overview, students or groups of students pick a historical figure for their character and personality study. (Teachers may want to provide a pre-selected list for students to choose from, if desirable.)

The final product should be an oral presentation so that each student can make a personality trait check list of each historical person following each report.

Conclude the oral reports by conducting a debriefing session that asks the questions: Does a person's personality affect their contributions and/or decision-making, and if so, how?

Are there common personality traits for people who are included in history books? If so, what are they?

"A CLASSROOM BECOMES A FACTORY"

Overview - This lesson gives students the opportunity to observe and experience advantages and disadvantages of mass production and assembly line techniques.

Grade - Junior/Senior High

Course/Subject Matter - Economics, American History

Materials - Lots of 8½ x 11 scratch paper

Instructional Plan - Tell students the next day anyone who wants to can bring a paper airplane to class. The airplane must meet the following specifications:

(1) The airplane's length can be no longer than seven (7) inches,
(2) The airplane's wingspan can be no longer than seven (7) inches,
(3) And the airplane must fly in a perfectly straight line for one-half to three-fourths of the length of the classroom.

Have each paper airplane designer fly their test models two or three times. The teacher and remaining students pick the three best airplanes meeting the specifications above.

Divide all students, except for the three whose airplanes were picked, into three groups. Tell each group they will become an assembly line to mass produce one of the three paper airplanes.

Give the following instructions to the three airplane designers:

(1) Make a series of drawings and/or diagrams showing the various folds necessary to make their airplane.
(2) Set up the assembly line remembering the number of steps to make the airplane equal the number of assembly line people assigned to you. The three designers are not to be part of the assembly line but may serve as trouble shooters during the ten-minute production run.
(3) Have your assembly line mass produce as many airplanes as possible in ten (10) minutes. The final government contract will be awarded to the assembly line producing the most airplanes and having the highest quality control percentage.
(4) Determine your quality control by having one person on your assembly line "test fly" every third coming off the assembly line.
(5) Arrange to have all your finished airplanes packaged or stored so the government representative (your teacher) can quickly count them at the end of the production run. Include the successful sample airplane tested by your quality control person.

After the production runs, conduct a debriefing session including questions such as:

(1) What happened?
(2) What thoughts were going through your mind during the production run?
(3) What problems developed? What caused the problems? How were they solved? Were they solved?
(4) Would you like to work on an assembly line? Why or why not?
(5) What advantages and disadvantages can you identify for the assembly line process?

"BAIT AND SWITCH"

Overview - This lesson provides students with the opportunity to learn caution when conducting everyday consumer business. In this case a husband and wife become the victims of a sophisticated bait and switch operation.

Grade - Junior/Senior High

Course/Subject Matter - Consumer Economics

Objectives -
(1) Students will learn to recognize a bait and switch operation.
(2) Students will become familiar with techniques used to bait and switch consumers into buying more expensive consumer goods.
(3) Students will decide what they would do if they were victimized.

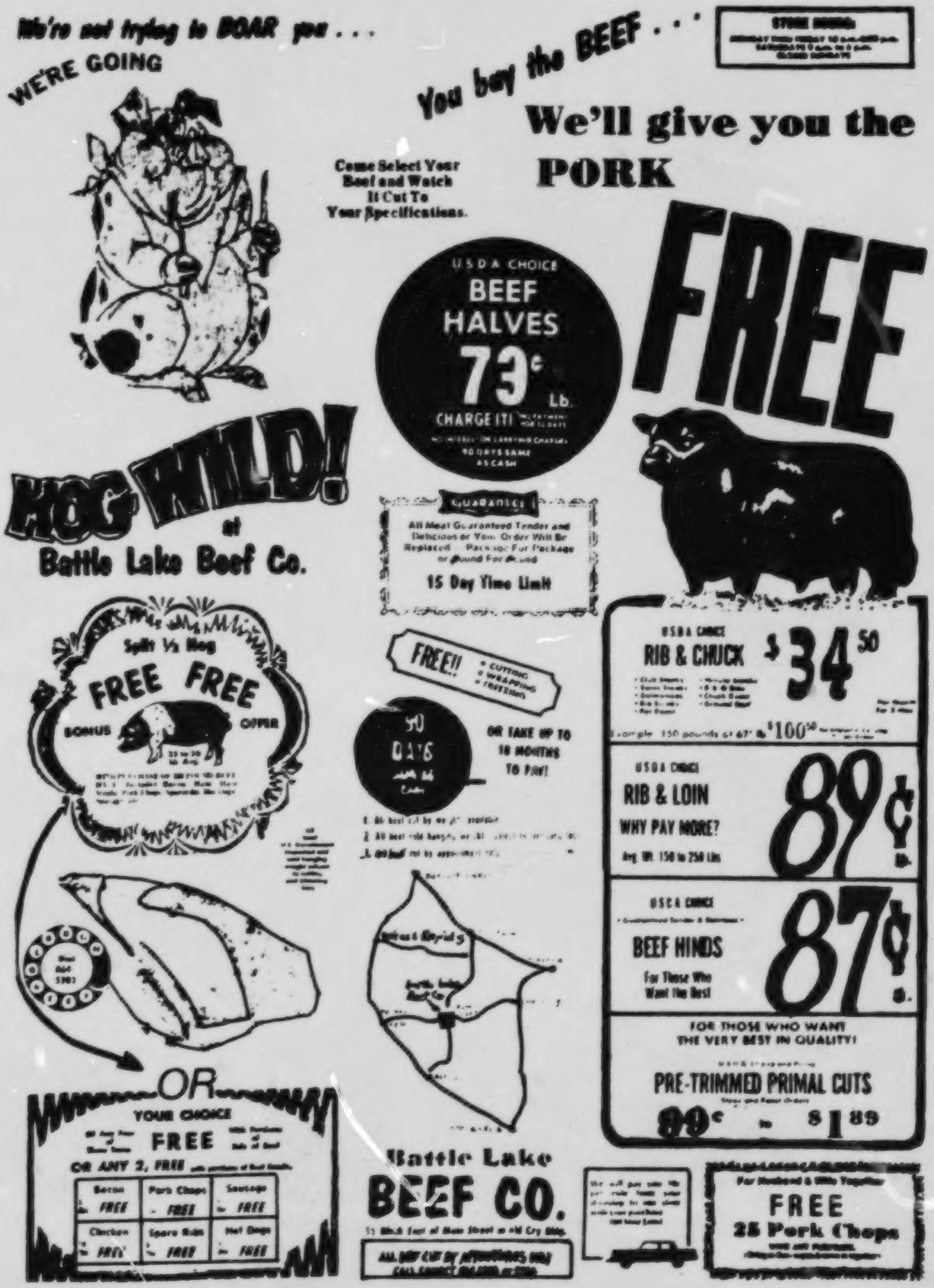
Materials - Battle Lake Beef Company Case Study and accompanying newspaper articles.

Instructional Plan - Have students read the Battle Lake Beef Company case study and answer the two questions at the end of the case study. Then conduct a class discussion around the students' answers to the two questions. Next, have students read the three newspaper articles and cite specific examples from the case study that illustrate the charges described in the newspaper articles. Finally, have students write five or more endings to the following introductory statement: After reading and discussing the Battle Lake Beef Company story, I learned...

Additional notes to teachers:

(1) Note that the Heglands did not get the bonuses as advertised.
(2) The coupon for twenty-five free pork chops is good only if husband and wife come together. This is a way to have both there to sign a credit application and installment contract.
(3) The reference to the local collection agency in the second to the last paragraph of the long newspaper article is also important. The meat company sold the installment contracts every day to the collection agency. That meant these people had to pay off their entire contract because the beef company no longer had it. The people who paid cash got to keep their meat plus get part of their money back from the sheriff and attorney general's office.

THE FOLLOWING ADVERTISEMENT APPEARED IN THE FERGUS FALLS DAILY FOURNAL ON JUNE 25, 1974:



We're not trying to BOAR you . . .

WE'RE GOING

HOG WILD!

at

Battle Lake Beef Co.

You buy the BEEF . . .

We'll give you the PORK

FREE

Come Select Your Beef and Watch It Cut To Your Specifications.

U S D A CHOICE
BEEF HALVES
73¢ Lb.
CHARGE IT!
90 DAYS SAME AS CASH

GUARANTEE
All Meat Guaranteed Tender and Delicious or Your Order Will Be Replaced — Package For Package or Pound For Pound
15 Day Time Limit

FREE!!
- CUTTING
- WRAPPING
- FREEZING

OR TAKE UP TO 18 MONTHS TO PAY!

Split ½ Hog
FREE FREE
BONUS OFFER

USDA CHOICE
RIB & CHUCK
$34.50

Example 150 pounds at 67¢ lb. $100.50

USDA CHOICE
RIB & LOIN
WHY PAY MORE?
Avg. Wt. 150 to 250 Lbs.
89¢ lb.

USDA CHOICE
BEEF HINDS
For Those Who Want the Best
87¢ lb.

FOR THOSE WHO WANT THE VERY BEST IN QUALITY!

PRE-TRIMMED PRIMAL CUTS
89¢ to $1.89

OR

YOUR CHOICE
FREE
OR ANY 2, FREE

Bacon	Pork Chops	Sausage
FREE	FREE	FREE
Chicken	Spare Ribs	Hot Dogs
FREE	FREE	FREE

Battle Lake
BEEF CO.

For Husband & Wife Together
FREE
25 Pork Chops

BEST COPY AVAILABLE

Mr. and Mrs. Oscar Hegland read the ad with interest because they purchased a seventeen cubic foot chest freezer several years ago. Mr. Hegland, who drives a ready-mix truck for a local cement company, felt he got a better deal by buying bulk meat. Also, their supply of meat was getting low.

Mrs. Hegland called the Battle Lake Beef Company inquiring about purchasing a half of beef. The girl representing the beef company told her their policy was not to take orders over the phone; they had to have a personal appointment. Then the secretary asked Mrs. Hegland if they would pay by cash, use the company's easy 90-day payment plan, or pay it off in 18 months with low interest. Mrs. Hegland replied they would take the 18 months plan. The girl began asking Mrs. Hegland a series of questions about their financial situation. Some of the questions were:

(1) Name, age, occupation.
(2) Were they buying or renting their home?
(3) How much did they owe to creditors?
(4) What was Mr. Hegland's annual salary?
(5) Did Mrs. Hegland work?

The girl then told Mrs. Hegland their appointment for picking out their meat, cutting and packaging, and getting the meat would be the next day at 1 p.m.

The next afternoon Mr. and Mrs. Hegland drove into Battle Lake. As they drove, they discussed which of the bonuses they would take with their half of beef. She thought the bacon and chickens would be nice while Mr. Hegland said he thought they should take the split 1/2 hog. "Get more variety that way," he said. Mr. Hegland also watched the odometer, checking the number of miles from their home to the beef company, to take advantage of the 10 cents per mile payment listed in the ad.

The Battle Lake Beef Company, they found, took up half of the old Battle Lake Creamery. The girl sitting at the desk in the outer office asked their names, told them to sit down, and have a cup of coffee because their appointments were running about 45 minutes behind.

As Mr. Hegland passed her desk, he asked what the interest rate on the beef would be over 18 months. The girl replied she thought the rate was about 15%.

As the Heglands sat and waited, Oscar noticed there were three other couples waiting ahead of them. Another thing came to his attention - the secretary's desk contained an appointment book, a pad of credit applications, a pack of Winstons, a book of matches, and an ash tray. The thought came into his head that things sure looked temporary, but then reminded himself the company was only one week old and went back to reading a three-day-old newspaper.

A door to another part of the building opened after a few minutes, and a young man with a net over his long hair came in, checked the appointment book, and asked one of the coupled to follow him back to pick out their meat. Mrs. Hegland commented how the young man was and laughed to herself about the haircut.

About fifteen minutes later another young man came in and took a second couple with him. This went on for about one hour until the young man with the hairnet asked the Hegland's to follow him.

The Hegland's rose and followed the young man through the door into a huge empty room. The young man proceeded down the left side of the room and entered a ten-foot long hallway. A meat hook hung from a track in the center of the hall ceiling.

To the right of the entrance hallway, a chunky, middle-aged man sat at another desk talking on the telephone. As he talked, he toyed with a small pile of paper slips about the size of cash register receipts.

The young man led Oscar and Ada into a room off to the left of the hallway. Here, the preceding couple from the reception room waited and watched two men, four young girls and a twelve year old boy cut and wrap beef cuts from a hind quarter.

Hairnet, as Ada was calling the young man to herself, took them into a big locker room containing many beef carcasses cut into halves and quarters. Hairnet stated he would be happy to help the Hegland's pick out a nice half of beef. He turned and pointed to a half hanging near him. Starting with the front leg and shoulder, Hairnet described what cuts of meat come from each part of the hanging carcass. Then he went on to say that by buying the hanging half the Hegland's were paying for a lot of fat, bone, and an eight pound kidney. If they didn't want to pay for that waste, he could show them a trimmed half for only a few cents a pound more. Ada noticed the meat in the trimmed half was a brighter red, and lacked the fatty globules hanging on the first half. Of course, Hairnet added, if they wanted all meat and no waste, they could take these beef bundles, large chunks with all the waste cut off, for a nominal amount more per pound.

Oscar asked how much each kind of half weighed and how much each cost. Hairnet grabbed the full half and said it would be no bother to weigh it; that way Oscar would have a good idea what he would pay for each.

Hooking the large half on the overhead track, Hairnet moved it out into the hallway where a scale hung from the side wall. The half weighed 295 pounds. Hairnet said, "Let's see" as he calculated on a small adding machine, "At 73 cents a pound, that would be $215.35."

As Oscar and Ada thought about the half, Hairnet disappeared. When he came back, he pushed the trimmed half onto the scale. "Let's compare this trimmed half with the full half," Hairnet said. "Humnn, 240 pounds. Let's see, that comes out to $204.00. Let me get the beef bundles for you and compare them." Hairnet quickly came back with a meat rack and four large chunks of meat and hung it on the scale. "This weighs 175 pounds. Let's see, the price would be $192.50."

Oscar and Ada didn't know what they should do. On the one hand, they would be getting more meat with the full half, while paying for all the waste. But, on the other hand, the total amount was decreasing as the waste was taken off.

Hairnet spoke up. "If you are interested only in the beef and wouldn't take any of the bonuses, I could do even better on the price."

"How much?" asked Oscar.

"Well, let's see," and Hairnet figured again. "$186.75," he stated.

Oscar and Ada moved together and spoke softly. Ada said, "All we really can afford is $186.75, and we still have to pay interest. Let's take the beef bundles."

"O.K.," said Oscar.

Hairnet asked, "Should I start cutting up the bundles?"

"Yes, I guess so," said Oscar.

Hairnet pushed them over into the room off the hallway, and he and another man began cutting up the bundles. As the pieces of meat fell from the saw, two girls began wrapping and marking each package.

With about half the meat wrapped, Hairnet approached Oscar and Ada and asked if they would settle up now at the desk by the hallway. He also wanted to know if they wanted to take the beef now or let them sharp freeze it for them.

When Oscar hesitated, Hairnet said the meat might spoil if it wasn't sharp frozen quickly, and their home freezer would not freeze that much meat fast enough.

Ada stated, as they walked back out of the hallway, they should let the beef company sharp freeze it and she could get it tomorrow as she had to come into Battle Lake again anyway.

The middle-aged man at the second desk by the hallway greeted them with, "I'm sure you will like this meat. It is choice western beef. Would you please sign this contract and you get your beef tomorrow."

The next morning Ada picked up the beef. As the young boy loaded the cardboard boxes into the trunk, Ada commented, "Boy you sure did a good job of packing the meat; I thought it would take up more space."

That night Oscar barbequed a package of T-Bone steaks, and they both commented how good the meat was for the price.

(1) Do you think Oscar and Ada made a good purchase? Why or why not?

(2) As you read the story did anything about the beef company's operation seem strange?

Actions halt Battle Lake beef operation

Attorney General Warren Spannaus announced today he has filed suit against the Battle Lake Beef Company and four operators for alleged fraud, deceptive pricing of meat and false advertising.

Four arrests were made by the county sheriff's department late Wednesday in connection with the case.

Spannaus said District Court Judge Chester G. Rosengren has issued a temporary restraining order to prohibit the bulk meat firm from selling meat illegally until a court hearing can be held on the lawsuit.

Spannaus alleges in his suit that Battle Lake Beef Company engages in illegal "bait and switch" tactics by advertising low priced meat with no intentions of selling meat at such prices.

Spannaus alleges that the firm discourages the purchase of advertised beef by showing prospective customers dark, fatty and grossly unappealing meat in order to "switch" the customer to higher priced meat.

Spannaus also alleges that the Battle Lake Beef Company does not accurately weigh the meat sold and in some instances customers have paid for the weight of the hook from which the meat was suspended.

A thorough investigation by County Attorney Harlan Nelson and Sheriff Carlton Mortensen revealed several customers have intended to purchase meat at extremely low advertised prices but were discouraged by salesmen and "switched" to more expensive meat. Some customers were told they would save money by purchasing the more expensive meat.

Investigation also revealed that individuals involved in Battle Lake Beef Company are residents of Nebraska who apparently moved into Minnesota for the sole purpose of defrauding Minnesota citizens, Spannaus said.

Spannaus in his suit asks Otter Tail County district court to enjoin the fraudulent activities and prohibit the defendants from selling meat in the state again. He also asked the court to order the defendants to refund money to customers and seeks $12,500 in penalties.

Four persons were arrested Wednesday afternoon by Otter Tail County Sheriff's Deputies. County Attorney Harlan Nelson listed them as Marvin Hutcheson, 53, Lincoln, Neb., Ronald Scharvin, 22, Cedar Rapids, Neb., Susan Fuhr, 20, Leigh, Neb., and Leon Bruhn, 23, Leigh, Neb. Hutcheson and Bruhn also have addresses in other cities in Nebraska and other states.

The men are being held in Otter Tail County Jail. Susan Fuhr is being held in Clay County Jail in Moorhead under jurisdiction of the Otter Tail County Sheriff's Department.

Another man, Neil Finkral, is being sought by authorities in Minnesota and Nebraska in connection with the company's operation in Battle Lake.

Battle Lake Beef started operation in Battle Lake on June 14. Sheriff Mortensen said his office received the first complaint about the company's operations the following day.

On Monday, July 1, the Sheriff's office and the state Attorney General's office initiated inquiries into operation by the company, by contacting consumers who had purchased beef from the company.

Three persons made private purchases from the company, under the direction of the sheriff's office. The three persons, including a Perham policeman, observed the alleged deceptive sales techniques used by the company salesmen, and confirmed the "bait and switch" techniques, whereby a prospective customer is shown unappealing low-priced beef, and is then persuaded to purchase higher grade beef that is more expensive.

Nelson said company salesmen used a variety of techniques to distract customers' attention while the beef was being weighed and wrapped.

Of the three purchases made by undercover buyers, the actual weight of the beef was between 20 and 30 pounds less than the paid weight.

The company advertised some beef at 73 cents per pound. After the customers switched and bought the more expensive beef, under prodding by company salesmen, the actual purchase price was between $1.27 and $1.89 per pound. Nelson said that of the complaints he had received, all the customers reported weighing in short of the amount they had paid for.

Nelson added that if a customer were to purchase the same cuts in a local market, the cost would be considerably less than the company's prices. Nelson said the company's average profit was 53 cents per pound.

Nelson said that all meat sold by the company was U.S. inspected choice meat, and it appeared not to be stolen or tainted. Nelson said the beef apparently was purchased from legitimate suppliers in Fargo and Sioux Falls.

Company books and records seized Wednesday during the arrests are being examined by the sheriff's and county attorney's offices. According to preliminary examinations of the records, profits realized were between $1,200 and $2,000 per day, Nelson said.

Representatives of the county attorney's and sheriff's offices are meeting today with U.S. postal authorities and the Lancaster County Attorney in Lincoln, Neb.

Each person in custody is charged by the county with four separate offenses. The first is a three-count complaint alleging theft by swindle. The remaining offenses include theft by false pretenses, criminal conspiracy, and obtaining signatures on negotiable documents by false representation.

The final charge stems from financing arrangements the company made with a local collection agency. Conviction on each count carries a maximum penalty of 10 years imprisonment and $10,000 fine.

Sheriff Mortensen urged all persons who have had contact with Battle Lake Beef to contact his office as soon as possible. Mortensen said he has provided special facilities to deal with consumer complaints regarding Battle Lake Beef.

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Fergus Falls (Mn.) Journal
Fri., July 12, 1974 14

Battle Lake beef sold at auction

More than 3,700 pounds of beef belonging to the now defunct Battle Lake Beef Company was sold at auction Thursday morning in Battle Lake.

The beef was sold at the company locker plant to area merchants by the Otter Tail County Sheriff's Department, following a County Court property disposition order was issued.

The Sheriff's Department requested that the meat be sold because it is a "perishable commodity" and that it soon "will deteriorate and lose its value," the disposition order says. Judge Henry Polkinghorn signed the order.

The U.S. Department of Agriculture examined the meat before the auction and determined in wholesome. The revenues from the sale will be held in escrow and placed by the Sheriff's Department in an interest-earning account under control of the court pending determination of the case.

The Sheriff's Department is permitting those persons who paid the company for undelivered beef, but who have not collected it, to pick it up at the Battle Lake locker plant.

Fifth suspect held in beef complaint

A fifth suspect sought by state law enforcement authorities in connection with alleged deceptive sales techniques by the Battle Lake Beef Company, is being held in the Otter Tail County jail.

Neil Finkral, Redwood Falls, was apprehended in Redwood Falls Thursday by the Redwood County Sheriff's Department and transferred to the custody of Otter Tail County Sheriff Carlton Mortensen later that day.

Finkral was sought by the Otter Tail Sheriff's Department following arrests last week of four persons at the beef company in Battle Lake. Marvin Hutcheson, Ronald Scharvin, Susan Fuhr and Leon Bruhn were apprehended July 3 after warrants were issued for their arrest, and charged with three counts of theft and one count of obtaining documents by false pretenses. A warrant for Finkral had been issued but he was not apprehended at the time of the other arrests.

Finkral's arrest Thursday followed two other arrests in connection with a similar retail beef sales operation in Pennock, six miles northwest of Willmar.

The manager and an employee of the Pennock Beef Company were arrested Saturday in Brookings, S.D. and were remanded to custody of the Kandiyohi County Sheriff in Willmar on Tuesday. Finkal is listed as president of the Pennock Beef Company, according to John Barry, member of the Minnesota Crime Bureau, who aided in the investigation.

All five are being held in lieu of $50,000 bond. The defendants Thursday waived a preliminary hearing in County Court and were certified to District Court. They will appear for an arraignment in District Court at 11 a.m. Tuesday before Judge Chester Rosengren.

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"LET THE BUYER BEWARE"

Overview - This lesson introduces students to twenty (20) consumer buying episodes depicting Caveat Emptor - "Let the buyer beware". In spite of many governmental safeguards, Caveat Emptor is as meaningful today as it was when the phrase had its origin in Early Rome.

Grade - Junior/Senior High

Course/Subject Matter - Consumer Economics

Objectives -
(1) Students will learn to avoid the consumer pitfalls described in these episodes when they enter the market place.
(2) Students will make decisions as to what they would do using the consumer choices following each episode.
(3) Students will role play their decision choice so as to use the actual words necessary for the occasion rather than just talking about what they would do.
(4) Students will research state and federal consumer protection agencies as to their areas of responsibility and authority.

Materials - Sixteen Caveat Emptor Episodes

Instructional Plan - Have students read each of the sixteen (16) consumer episodes marking their consumer choice each time. After all students are finished, put them in small groups and assign each group so many episodes. Each group must come to a group decision regarding the most appropriate consumer choice for each assigned episode. After each group has made their consumer choice, student groups develope and present role-playing activities which depict what their group thought the consumer should do in each episode.

As student groups present their role play activities, the teacher and other students should discuss the consumer choice made by the presenting student group. Not all students will necessarily agree with one consumer decision and may have another, more appropriate choice. The teacher can expond episodes with personal experiences to further enrich the episode.

Conclude the activity by having students, singly or in small groups, find out as much as they can about a state or federal consumer protection agency. A possible follow-up to this research activity is to have students decide which consumer protection agency would be the most appropriate to contact for each episode.

Let the Buyer Beware

INTRODUCTION

Caveat Emptor - *"Let the buyer beware"* - is as meaningful today as it was at the time the phrase had its origin in Early Rome. Today's economic society is characterized by a high degree of government activity - much of it designed to protect the consumer in his day-to-day relations with suppliers of products and services. Legislation has been enacted to insure the quality of products, accurate weights and measurements, fair and legal contracts, and to prohibit false and misleading advertising. However, in spite of these many governmental safeguards, the consumer still needs to be cautious in his everyday business practices.

This series of episodes shows some of the pitfalls that an alert consumer can avoid by carefully analyzing the problem. Most of the situations involve minor sums of money. Many would say - "What's the difference?" - "So what, it's just a dime." But the wise consumer knows that many such incidents within one year will total to a considerable sum of money.

Each of the episodes is concluded with suggested alternative actions for the consumer. Each of the episodes should warn the prospective consumer about possible incidents at the market place. Each of the alternatives involves personal beliefs and values which may lead to arguments between the consumer and the supplier, **or may even bring about a violation of civil or criminal laws.** In each of the episodes, the consumer has choices, with one of the four a better, a more practical choice than the other three.

EPISODE ONE

Hilda Renner works in a county government office. One of her co-workers, Judy Hendricks lives on an acreage and raises poultry to supplement their family income. During the previous year, Judy and her husband raised turkeys for Maplecrest and Judy sold some of the dressed turkeys to her co-workers in November at a price deemed reasonable (below retail price). This year she raised chicken broilers and offered them for sale at $3.00 each plus 30 cents each for dressing the chickens. She claimed they weighed between 4½ to 5½ lbs., and that the cost would average about 50 to 60 cents a pound. Local supermarkets priced chickens at 78 to 84 cents a pound at this time.

Hilda purchased three of the chickens and paid Judy Hendricks $9.90. Upon arriving home, Hilda immediately weighed them, sensing the chickens were short in weight, and discovered that the three weighed only 8½ lbs. What is the best course of action for Hilda?

a. Recognize that she and Judy had not communicated - that she thought weight stated was dressed weight and Judy evidently meant live weight; forget the incident.

b. Tell all the other workers in the office about the transaction.

c. Ask Judy to refund some of her money or give her two more chickens.

d. Return the chickens to Judy and ask for her money back.

EPISODE TWO

Ethel Jones, while reading grocery ads in a local paper, noted a nearby supermarket advertised a 17 lb. lug of peaches for $3.89, while an independent grocery sold the same type and quantity of peaches for $4.19. When she went to the supermarket to buy the peaches, she discovered that the store had already sold out of the peaches. However, the manager informed her that he would have another shipment of peaches the next day and he agreed to call her when the peaches arrived. Upon receiving his call, Ethel Jones decided to buy 2 crates instead of one. As she selected her peaches, she noted the merchant still had a sign above the stacked crates of peaches "17 lb. lug - $3.89." At home she selected some of the fully ripe peaches from both crates to bake a fresh peach pie and planned to store both crates in the basement before canning the remaining peaches. However, as she took them to the basement, she noted the crates were stamped "16 lbs." rather than "17 lbs."

She called the store and asked for an explanation from the manager. He regretted the change in the weight of the crates but explained the fruit wholesaler did not have any more 17 lb. crates, only the 16 lb. crates. Furthermore, he reported that he had to pay more for the 16 lb. crates than for the 17 lb. crates originally advertised. What should Ethel Jones do?

a. Sympathize with the store manager with both of them blaming the President of the United States for the rise in the cost of living.

b. Forget the incident but promise herself to note the weight of the crates the next time before purchasing.

c. Return the peaches and obtain a refund from the store.

d. Go to the store and ask for two pounds of peaches.

EPISODE THREE

John Farner has used an American Oil Company (Standard) credit card for several years. He has never experienced any difficulty with his account. Recently while in a city 100 miles from home, he filled his gas tank at a Standard Oil station and remained in the car continuing a conversation with a friend. When the attendant told him the amount owed to the station, he handed the attendant his credit card. The attendant took the credit card into the station and returned with a charge slip and a clip board used by oil companies for this exact purpose.

When John received his bill from American Oil Company, he was shocked to find a charge of $15.00 for a set of spark plugs and an oil change from this Standard Oil station. Evidently the attendant had used his credit card to authenticate another charge slip while he had the card in the station and had used the carbon paper in the charge card to forge John's signature.

John immediately protested to the American Oil Company, receiving no reply. However, the next month the charge had remained on his bill with a finance charge of $0.15 (1½% per month) added to his account. What should John do?

a. Pay the bill and return his credit card to American Oil Company.

b. Pay the bill and await the first opportunity to steal $15.00 worth of products from a Standard Oil station.

c. Refuse to pay the bill and wait for Standard Oil to sue him.

d. Obtain a statement from his friend that he had not purchased spark plugs or had an oil change on that particular day - refusing to pay the bill as well as returning his credit card.

EPISODE FOUR

Tom and Lynda Wilson, newlyweds, received $350 from his grandmother as a wedding gift to buy a new refrigerator. In checking major brands (General Electric, Hotpoint, Westinghouse, Frigidaire), they found the size and type which they wanted cost approximately $390, but with most dealers assuring free delivery. However, a discount store in their area offered a major brand refrigerator similar to the type they desired for $349. After they had agreed to buy it, the salesman informed them that there would be a $10 delivery charge and a $25 installation charge. What should Tom and Lynda Wilson do?

a. Purchase the refrigerator as it is still less than any other refrigerator they had looked at.

b. Purchase the refrigerator, but with Tom asking a friend who has a pick-up truck to help them get it to their apartment, thus saving the delivery and installation charge.

c. Refuse to buy the refrigerator as they could buy one from a regular franchised dealer for only $6 more.

d. Refuse to buy the refrigerator. The salesman indicated unethical business practices when he stated an installation charge for a refrigerator.

EPISODE FIVE

Joe Smith, a local high school teacher, plans to purchase a color TV set (console model). He and his wife visit several TV shops and department stores, noting that most of the TV sets of the size they desire cost approximately $650. Smith mentions their window-shopping excursions in the high school faculty lounge one day, claiming that TV sets cost too much for them at the present time. A few days later a young man, who introduces himself as Gene Martin, approaches him at school at the end of his last class. He informs Smith that he understands their desire for a TV set and that he (Martin) belongs to a TV sales group that could deliver any brand TV set to Smith's home for $300, but that payment would have to be in cash and that his group could not service the set. What should Smith do?

a. Buy a TV set from Martin, thus saving $350.

b. Call the police, keeping Martin there until the police arrive as there must be something illegal about the operation.

c. Refuse to purchase a TV set from Martin due to his suspicions that something must be wrong.

d. Refuse to purchase a TV set from Martin due to his inability to promise service.

EPISODE SIX

Glenn Stacy parallel parks his car in a metered section of a street on a slope. As he leaves the parking area, his rear bumper hits the front bumper of the car to the rear of his car. One hour after he arrives home, Greg Marshall, the owner of the other car drives into his driveway. Greg Marshall claims that when Stacy hit his front bumper he scratched it. Upon examining Marshall's bumper, Stacy notices a faint scratch in the center of the bumper. Marshall offers to forget the incident, if Stacy gives him $20. What should Glenn Stacy do?

a. Pay Greg Marshall $20 to prevent another claim on his insurance record.

b. Refuse to pay the $20, hoping that Greg Marshall will not notify the police.

c. Inform Greg Marshall that he carries automobile insurance to cover such accidents and that he would notify his insurance agent the next day.

d. Offer to settle for half or $10 as the insurance company might not pay such a claim.

EPISODE SEVEN

Esmeralda Miller purchased a ¼ inch Black and Decker drill from a discount store for $7.90 as a birthday gift for her husband, Henry. In gift wrapping the box, she misplaced the sales slip showing purchase. Upon opening the box on his birthday, her husband discovered that there was no chuck key. The next time he was near the store, accompanied by his 10 year old son, he went into the discount store and explained the situation to a clerk in the hardware section. The clerk told him to slip a ¼ inch chuck key into his pocket and not show it to the girl at the check-out counter. The clerk explained he couldn't make it good without the sales slip. What should Henry Miller do?

a. Slip the ¼ inch chuck key into his pocket.

b. Purchase a ¼ inch chuck key for $.77 and chalk up the expense to his wife's failure to keep the sales slip.

c. Forget the chuck key, waiting for a more favorable opportunity to get one.

d. Return home and get the drill and explain the situation to the store manager.

EPISODE EIGHT

Hazel Moore, a middle-aged housewife, purchases her week's groceries from a local supermarket chain. Usually Mrs. Moore has a fair estimate of the total cost of her groceries when she approaches the check-out counter. On this particular occasion a good friend of hers was in the adjoining check-out line and they visited while the check-out girls totaled the items in each of their carts. Mrs. Moore was surprised to learn that her groceries cost her $47.84, which was slightly more than she had estimated. Upon her arrival at home, she checked each item against the cash register tape and found 11 items for which she had been charged 10 cents more than the stated price on the item. According to her figures, she should have paid only $46.71-$1.10 plus 3 cents sales tax. What should Mrs. Moore do?

a. Forget the incident because she does not want to make trouble for the check-out girl.

b. Forget the incident but pay closer attention to the check-out girl the next time.

c. Forget the incident but avoid purchasing anything from this store in the future.

d. Call the store manager, even if it means taking all the groceries along with ther tape back to the store.

EPISODE NINE

Sam Brown takes his family (wife and two children) to a local cafeteria for Sunday dinner. Typically, Sam paid little attention to the cash register tapes totaling the cost of each meal. On this occasion, his wife had selected Prime Rib of Beef at $1.65, while he and his two children selected Baked Ham at $1.40. However, the first item on his son's tape was $1.65, while his and his daughter's tape was $1.40. What should Sam Brown do?

a. Forget the incident as it might be embarrassing to object to the extra $.25 charge with so many Sunday diners in the cafeteria.

b. Object to the $.25 additional charge when he pays the check at the cash register.

c. Instead of objecting to the $.25 extra charge, drink enough extra coffee or iced tea to make up for it.

d. Call the cafeteria hostess to the table and ask her to correct the bill.

EPISODE TEN

A consultant for an encyclopedia publisher arranges for an appointment in the home of Herbert and Cecelia Kepler. After a few minutes of pleasant conversation, he informs the Keplers that they have been recommended by school authorities as a family eligible to receive free of charge a set of encyclopedias. He presents a sample volume to the Keplers with a description of the ways an encyclopedia in the home will help their children achieve success in their school work and points to the helpful hints for the home owner and housewife. (The Keplers have been worried about the low grades their children have received in school). Then he advises them that the publisher enables recipients of the encyclopedia set to keep its information up-to-date by purchasing a yearbook for $34.95 each year. But at that low price they must sign an agreement to purchase the yearbook for ten years. To complete the total family education program, he advises them that they need the accompanying dictionary for $24.95 and the atlas for $37.95 and the individualized programmed learning system for $49.50.

Noting that the Keplers lack shelving space in their living room, he offers a nice walnut veneered book case manufactured especially to store the encyclopedia set free if the entire package is accepted. What should the Keplers do?

a. Take advantage of the offer due to their concern for their children's lack of success in school work.

b. Refuse to accept the offer because the school age children have access to the school library reference materials.

c. Ask the school librarian for advice before signing any agreement.

d. Call the Better Business Bureau to check on the validity of the offer.

EPISODE ELEVEN

Herbert Swanson, a high school teacher, contacts a local plumbing and heating firm to repair the furnace in his home in May as he plans to be out of town during the summer months. The firm sends a repairman to Swanson's home and upon leaving, the repairman tells Swanson that the furnace is working and will be ready to turn on next fall. At the end of the month the firm sends Swanson a bill for $51.35 to cover replacement parts and labor. Swanson pays the bill.

At the end of August, Swanson returns to town and with the first chilly day in September, he attempts to start the furnace but discovers that it does not work. He calls the plumbing and heating firm three times before they respond. Eventually a repairman comes to his home one week after his first call. He manages to start the furnace which operates efficiently afterwards. However, at the end of September, Swanson receives another bill for $51.35 for replacement parts and labor. What should Swanson do?

a. Pay the bill, recognizing that the firm cannot be held liable for work completed three months earlier.

b. Ask for an adjustment of the bill.

c. Refuse to pay the second bill.

d. Refuse to pay the bill and notify the Better Business Bureau about the problem.

EPISODE TWELVE

Hilda Swenson notes an ad describing a child's log fort in a nationally distributed woman's magazine. The ad does not indicate the price but advises the prospective buyer to write to the firm located in Jersey City, New Jersey, for additional information and price quotations. Upon receiving the brochure sent by the firm, Hilda Swenson orders a 5 foot square log fort and encloses a personal check for $49.50. Information in the brochure indicates that the customer will need to wait four to six weeks before receiving the fort.

Hilda Swenson ordered the fort on February 1 for her 5 year old son. At the end of the month she receives her bank statement and notes the firm cashed the check on February 4 at a Jersey City Bank. Since the brochure stated that there would be a four to six week waiting period, she anticipated delivery any day. However, at the end of March, she still has not received the fort. At that time, she wrote a letter of inquiry to the firm but by April 15 had received neither the reply nor the fort. On April 20 she wrote the Better Business Bureau of Jersey City asking for help in contacting the firm but within a few days received a reply that they had no record of such a firm in Jersey City. What should Hilda Swenson do?

a. Forget the incident; recognize that she has been cheated out of $49.50.

b. Write a letter of complaint to the magazine which carried the ad.

c. File a complaint to the U.S. Postal Service.

d. Write a letter to the New Jersey State Chamber of Commerce seeking more information about the firm.

EPISODE THIRTEEN

Judi Lynd announces her engagement to Ron Scherle. The next week a housewares saleswoman arranges to visit her at her home. Upon her arrival, she presents Judi with an electric coffee percolator for listening to her sales talk. Finally, she approaches the topic of china and crystal, mentioning that many women regard Lenox and Fostoria as the top brands in china and crystal. Then she comments about the excessive cost of these two brands insisting that they are not suited to newlyweds. She gains agreement from Judi on this point, all the time displaying colorful pictures of her firm's china and crystal. At the proper time, she takes a "mod" plate out of a case, comparing it to traditional china patterns - inferring that the traditional patterns were alright for her mother but they were not appropriate for today's generation. Judi is impressed with the china and crystal display and she finds it is for a reasonable price, $21.95 per five piece place setting for the china, and $15.75 for a three piece place setting for the crystal.

However, the saleslady tells her she can obtain a full service for four in both the china and the crystal which includes a platter, vegetable dish, and a butter dish for $275. As a special inducement, the firm will give her a pair of blankets, two pillow cases, and two sheets for purchasing the set for four.

Soon Ron joins them (he knows less about china and crystal than Judi) and he is impressed with the reasonable price plus the easy payments of $20 per month for 18 months. What should Judi do?

a. Buy the china and crystal since she would have to pay more at a regular china shop.

b. Buy the china and crystal since it is a modern design.

c. Delay signing the contract until she has a chance to price products at a china shop.

d. Delay signing the contract until she has a chance to check with the Better Business Bureau.

EPISODE FOURTEEN

Robert Smith takes his car to the garage from which he purchased it, for minor tune-up work. He tells the service manager that he wants the oil changed, a new oil filter, new points and spark plugs. He also wanted the cooling system checked for antifreeze content. He estimated that the bill would amount to $30.

Robert leaves the car and goes to work. Upon his return to the garage late in the afternoon to pick up his car, Bob is presented with a bill for $89.45. The service department had completed a full winter tune-up, including the replacement of the air and fuel filters (Bob had replaced them himself several weeks ago). What should Bob do?

a. Pay the bill as the car was completely checked over.

b. Confront the service manager and threaten to pay for only the work requested.

c. Pay only part of the bill at the beginning of next month.

d. Write a letter of complaint to the auto manufacturer about the service practices of this dealer.

EPISODE FIFTEEN

Harriett Jackson takes the family car to an automotive center to have snow tires mounted for winter. The service manager tells her it will be about an hour and a half before the car will be ready. He suggests that she might visit the shopping center across the street.

Later Harriett returns to the garage to pick up the car. The service manager approaches with a worried look on his face. He tells Harriet that when the mechanics hoisted the car, they noticed the shock absorbers were covered with grease. He informed her that it would be unsafe for her to drive unless they were replaced. Then he tells her that she is in luck as the garage has a special sale on shock absorbers for $49.95 this week. What should Harriett Jackson do?

a. Have the new shock absorbers put on the car.

b. Look at them herself before deciding to have them replaced.

c. Leave, paying for the tire mounting, but paying attention to how the car rides.

d. Call her husband.

EPISODE SIXTEEN

Murray and Hilda Hubbard receive a notice through the mail that they are the grand prize winners in a sweepstakes drawing. The letter advises them to arrange an appointment with the firm's branch office in a neighboring city. Further, in the corner of the letter was a gold seal, but the letter stated this seal could not be removed except in the presence of one of the firm's officers.

Hilda called the branch office and asked to pick up the prize herself but the receptionist insisted that her husband would have to accompany her. At that point, Hilda arranged an evening appointment. Upon their arrival at the office, they noted an array of goods ranging from a set of steak knives to a portable color TV. Above the gifts was a large sign which stated - "You may have won one of these prizes."

In a few minutes, a representative of the firm conducted them to an interviewing booth at the rear of the office. After a few minutes of pleasant conversation, the firm's officer asked for the letter and removed the seal. Upon checking in a notebook, he congratulated Murray and Hilda upon winning a choice of two prizes - a set of steak knives or a cutlery set. They selected the cutlery set.

Upon presenting the cutlery set to the Hubbards, the firm's representative shifted the topic of conversation to the dangers of home fires. He opened a notebook which contained news articles about people who had died in home fires. After commenting on the seriousness of the situation, he showed Murray and Hilda a home fire alarm thermostat which they could have installed in their home for the low price of $349.50. The firm's representative informed them that he had checked with their credit union and they could borrow the money from the credit union - in fact, he had already prepared an installment contract. What should the Hubbards do?

a. Take advantage of the offer; sign the installment contract.

b. Leave. Call the Better Business Bureau to check out the firm.

c. Tell the firm's representative that they'll think it over.

d. Leave the cutlery set and forget the proposition.

"A TEENAGE CRIMINAL"

Overview - This lesson presents students with information describing possible causes of teenage criminal activities. The case study is true and only the names of the boys involved have been changed for obvious reasons.

Grade - Senior High

Course/Subject Matter - Sociology, Psychology, Law Related Education

Objectives -
(1) Students will analyze information to determine possible causes of teenage crime.
(2) Students will assume the role of a judge and decide a sentence for the main character.
(3) Students will make predictions as to what happened to the main character and compare their predictions with an actual follow-up.

Materials - Gene Lacy Case Study, Gene's Six Accomplices page, Case Study Prediction page, and Follow-Up Case Study.

Instructional Plan - Have students read Gene Lacey's case study. After they finish their reading, students should write out answers to the following questions:

(1) List all the factors you think contributed to - or caused - Gene's criminal activity.
(2) If you were the judge reviewing the case, which of the following sentences would you impose on Gene:
    (a) Five years in the Iowa Penitentiary at Fort Madison.
    (b) Three years in the Men's Reformatory at Anamosa.
    (c) Two years suspended sentence and probation.
    (d) Instruct Gene to return all the items and pay all financial damages to the victims.
* (e) Dismiss the case but place Gene in a foster home and impose a 10:00 p.m. curfew.

* This was the judges decision. Theachers should ask their students to try and figure out why this was the sentence. Answers: One of Gene's accomplices was the nephew of the district court judge; Gene was a fine basketball player, and the team was being picked to go to the state tournament; and; Gene picked his accomplices well in terms of their parents' social standing in the community.

Have students complete Gene Lacey's Prediction page. Then give Gene's Follow-up Case Study to read and compare with their own predictions. Conclude the lesson with a return to whether the judge made a mistake when passing Gene's sentence.

CASE STUDY

On November 10, 1960, the local police apprehended Gene Lacey, a high school senior, age 18, as he was leaving a warehouse used by hardware dealers. When apprehended, he was carrying an electric kitchen blender which retailed at $54.95. Upon questioning at the police station, the police found that he was a member of a high school burglary ring. Business places within the community and neighboring towns had recently experienced a series of burglaries, with thefts in cash and merchandise.

Further investigation revealed that Gene and six of his classmates had been involved in burglaries for approximately a year and a half. Gene had been involved in extensive shoplifting since the seventh grade. With the exception of Gene, the other boys came from upper income families within the community. However, in questioning the other boys, it became apparent to the detectives that Gene was the ringleader.

With a search warrant, the police found the following items in Gene's home which he had stolen:

1. Six (6) pairs Florsheim shoes
2. Twelve (12) knit shirts
3. Six (6) wool slacks
4. Two (2) wristwatches (Longines and Hamilton)
5. One (1) console stereo
6. Fifty (50) stereo records, ranging from rock to classical
7. Six (6) cigarette lighters
8. Three (3) fountain pens
9. One (1) pair silver candlesticks
10. One (1) steam iron
11. One (1) waffle iron
12. One (1) toaster
13. Four (4) Italian import sweaters
14. One (1) top coat
15. One (1) storm coat
16. Twenty-four (24) pairs socks

The police estimated the retail value of the merchandise at $1630. Further investigation showed that Gene had a $1000 savings account and owned a 1958 Chevy Impala.

With the case turned over to juvenile authorities, the social worker compiled the following background information:

Home: Gene's father deserted the family when Gene was four years old. His mother worked at various jobs, including a fry-cook in a 24-hour restaurant, a laundress, a seamstress, and a store clerk. She supported Gene and his two brothers and three sisters. All the five older brothers and sisters had graduated from high school. The sisters had married and at this time each had families of their own. His older sister, Mary, worked as the private secretary to the Dean of Faculty, University of Nebraska (Omaha). She and her husband had no children. Paula married a construction worker, who was unemployed at least six months out of the year. She had three children. Gene's youngest sister, Nadine, married a trucker and she has five children. One of his brothers, Joe, had been in the navy but had been dishonorably discharged. The other brother, Jim, worked in a local beer and tobacco warehouse. He recently married and now lives in an apartment in another part of town.

Gene and his mother lived in a four-room apartment in a low-rent area of the town. However, the apartment was comfortably furnished. Gene often brought his friends home, with one of them occasionally staying overnight.

His mother assigned certain chores to him such as washing dishes after the evening meal, cleaning his own room, carrying out garbage and trash. He performed these chores promptly without complaint. He seldom arrived home at night before midnight, sometimes one or two'oclock in the morning - at about the same time his mother arrived home from her work. However, regardless of the time, he would drink a cup of coffee or glass of milk, visiting with his mother before going to bed.

Gene started smoking when he was twelve (12). As a senior, he smoked at least a pack a day; his favorite brand was Camel straights. His mother had permitted him to smoke at home soon after he started at the age of twelve (12). His brother, who worked in the tobacco warehouse, gave him a carton each week. Gene also drank beer at home and occasionally his brother would give him a fifth of bourbon or gin which he and his friends consumed at home.

His mother was aware of his crimnal activities, but had warned him not to expect any help from her if he were ever caught. She had told him that these were his decisions and he had to bear the responsibility for his acts.

School: Gene possessed an I.Q. of 139 based on the California Test of Mental Maturity (the median I.Q. in his high school was 108). He ranked 8th in a class of 77 seniors, with a grade point average of 3.54 (based on 4=A). He was particularly interested in History, Government, English, Literature, and Business courses. Math and Science courses proved less interesting to him, although he achieved good grades in these courses.

His teachers were shocked when they learned of his criminal activities. They referred to him as seemingly a model student: warm, courteous, responsible. Many of them commented on his pleasant personality. He was very popular with most other students. He had been elected twice as a class officer, having served as class president during his junior year. Underclassmen and junior high students idolized him. Often after school, he would coach elementary and junior high boys playing football or shooting baskets in the school recreation areas. However, he refused to have contacts with Mexican-American students in the high school, considering them inferior.

Gene's elementary teachers, like his high school teachers, could not believe his involvement with the burglary ring. They remembered him with fondness; recalling his desire to learn, his willingness to help with classroom chores, and as one described it - "his smiling face."

Gene was on the varsity basketball team. During his junior year he averaged 19.7 points per game. The basketball coach regarded him as one of the finest forwards he had ever coached. The coach was very anxious for the charges to be dismissed against Gene, but favored some other type of disciplinary procedure.

He had also been selected as Business manager for the high school annual. The annual sponsor had been amazed at the great number of ads Gene had sold to businessmen in the area. (The year after he graduated, the annual sponsor discovered Gene had sold $340 in ads that he had never turned in.)

Personal appearance: He proved to be very particular about his personal appearance. Many teachers rated him as the best dressed boy in high school. The high school principal recalled an occasion when he dropped some ice cream on his slacks during the lunch hour and wanted to go home to change rather than stay in school for the afternoon with a spot on his slacks. Teachers noticed that he seldom wore the same clothes two days in a row.

Gene was considered good looking; some would refer to him as the "Greek-god type." Some critics claimed that Gene thought he was God's gift to the women. During the first part of the junior year, he had several girl friends.

Girl Friend: Gene dated one girl since the past Spring. Judy Snyder, daughter of one of the school's custodians, had been his steady. According to Gene, they had sexual relations regularly. However, when Judy heard about the burglaries, she refused to see or talk to him, even though she had accepted several expensive gifts.

Religious Background: Gene attended Mass every Sunday, even though he had been unable to receive Communion for the past year. The priest had refused him absolution after repeatedly confessing to illicit sexual activities and thefts. When the social case worker queried him about religious views, Gene said he was convinced he would go to Hell when he died, so he was having a good time now.

Social-Economic-Political Views: Gene was active in the TARS group in his high school. In class discussions, he expressed a conservative, even a right-wing view on social issues. He was not sympathetic with disadvantaged or minority groups. He often stated that they should solve their own problems and not expect help from the government or society.

Work: Gene worked for a commercial painter, cleaning the painter's shop and equipment. The painter paid him $2.00 per hour and generally he worked 8 hours on Saturdays. When interviewed, the painter commented favorably on his work which was promptly completed. However, since his activities had been revealed, he had not had Gene come to work nor did he intend to hire him again.

During the past summer, Gene worked for the State Highway Commission, earning $3.00 an hour. With overtime, his total summer pay amounted to $1700.

Previously, he had worked as a "carry-out" and "stock" boy at a local supermarket and for several years had a paper route for the Des Moines Register.

Miscellaneous: Gene liked a wide range of music from rock to classical. At times, people in neighboring apartments grew tired of listening to his records; his favorites, seemingly "The Overture of 1812," "The Girl That I Marry," and "Somewhere My Love." His reading interests were also diverse, but he especially liked historical novels and stories about auto racing.

He learned to play chess when he was 14 and was quite a skillful player by his senior year. On occasions he played chess with one of the school's math teachers who was considered a chess expert. Gene was also a good poker player, generally winning.

Gene's driving record alarmed the safety ed teacher. He had been fined several times for violating speed limits. On the open highway, he often would drive at 90 miles per hour.

When asked by the case worker why he had become involved in these thefts, Gene replied he needed things. At that time, he emphasized that he never stole anything from the students or teachers at school or from his friends.

Gene's Accomplices: The police found that six other high school seniors were involved in the burglaries with Gene. All six belonged to upper income families in the community. Their father's occupations were: (1) surgeon, (2) newspaper publisher, (3) lawyer, (4) bank president, (5) and (6) cattle feeders. One of the boy's father was the mayor and another had an uncle who was district court judge.

Five of his friends lived in the better residential area of the community, with the sixth living on a farm. Each had his own personal car and each had his own junior membership in the country club, which entitled them to golf, tennis, and swimming privileges. All six, like Gene, possessed good school records and were on the varsity basketball team.

GENE'S SIX ACCOMPLICES

1. Jim - son of newspaper publisher - father rated as millionaire. Jim lived in a 12-room brick home in best residential area. He achieved excellent grades in school; played guard on the basketball team. When he was 16, his parents gave him a trip to Europe, accompanied by an older sister. Each morning, he chose between a Jaguar, a Cadillac, or a Thunderbird to drive to school.

2. Steve - son of mayor and owner of beer and tobacco distributing company with warehouse branches in several cities. Steve lived in one of the better residential areas. His parents gave him a Pontiac convertible for his 17th birthday. He played forward on the basketball team but achieved a "C" average.

3. Dave - son a local surgeon, whose Mother was rated as one of the social leaders of community. He lived in an 8-room home in best residential area - often drove a Lincoln to school. He played on basketball team as forward, and achieved generally a "B" average.

4. Ron - son of a prominent corn and hog farmer in area. His father owned 1200 acres of land, fed approximately 1500 hogs per year. Ron played quarterback on high school football team. He used deserted shed on father's farm to store loot. His parents gave him Chevy Impala Hardtop for his 18th birthday.

5. Terry - son of a prominent cattle feeder in area. His father owned 640 acres of land. Terry was chosen captain of football team during his senior year. He often drove his parents' Chrysler Imperial to school. Terry had to work hard to stay on athletic eligibility list.

6. Mike - son of a prominent lawyer in community, one uncle was judge of district court, another uncle was State Senator. He lived in best residential area of community. Mike had a choice between a Chevy Impala Convertible, a Buick Electra and a Mercury to drive to school each day. He played forward on the basketball team.

CASE STUDY - PREDICTION

1. Gene's Education -

2. Gene's Arrest and Imprisonment Record -

3. Gene's Occupation and Job Record -

4. Gene's Marital Status -

5. Gene's Relations with Family -

6. Gene's Relation with Church -

7. Gene's Life Style - Clothes, Food Tastes, Musical Taste -

8. Gene's Socio-Economic-Political Beliefs -

9. Gene's Annual Income -

FOLLOW-UP CASE STUDY

Twelve years later, Gene Lacey is employed as a Personnel Director for a branch plant of a food processing firm. His annual salary at present is $25,000 per year plus certain bonuses paid to management employees, which have averaged $1,000 per year. The firm employed him as a management trainee upon graduation from the University of Northern Iowa, with a major in Business Administration.

Education: Upon graduation from high school, Gene entered the University of Iowa (then State College of Iowa). He dropped out of school a year, while he worked in the yards of the Union Pacific Railroad in Omaha. After one year, he returned to U.N.I. and graduated in 1967 with a 2.85 grade point. While at the University, he joined a social fraternity and served as treasurer of the fraternity.

Marriage: He married a girl whom he met at U.N.I. A few months after graduation they were married in Cedar Falls. Her parents refused to have the wedding in her home town, even though they attended the wedding. At present, Gene and his wife have two children. Apparently, their marriage has been a successful one, even though he is kidded by fellow plant executives about his relationships with typists in the company's office.

Home: During the first five years of their marriage, Gene and his wife rented a duplex. This past year, he purchased a six-room house for $35,000. He had saved only half of the down payment, but the couple with whom he lived after the court hearing let him have the balance of the $7,000. (20% of purchase price was required for down payment.) Six months later, he sold the house for $38,000, purchasing a 1½ story house (older home) for $27,000.

Personal Appearance: Gene is still very particular about his personal appearance. He insists on wearing slacks with a sharp crease - cotton shirts must be ironed. He has a large number of sport shirts and still wears Florsheim shoes. Gene wears his hair relatively short. Two years ago, his community celebrated their centennial. Men were expected to have either a beard or a mustache. Gene raised a mustache but after the judging event, his wife missed him at the celebration. He was home shaving it off.

Recreation: Gene plays golf and bowls. He scores around 72 on an 18 hole golf course - he belongs to the local country club - enjoys a game of tennis occasionally. He belongs to a bowling league and recently won a $50 prize in a bowling tournament. He has become a skillful chess player and entered a chess tournament this past year, reaching the semi-final rounds in the state. He and his wife belong to a bridge club - his wife accuses him of cheating in bridge.

Politics: He has been active in the past three political campaigns and serves as a Republican precinct committeeman. During the 1972 election, he was the coordinator in his community for the committee to Re-elect the President. He raised $5,000 in his community for the Nixon campaign. In 1970, he acted as an assistant campaign manager for a conservative Republican candidate for Congress.

Social Views: Gene has basically not changed his views on social problems since high school. For example, his position on current issues are:

1. He strongly supported President Nixon's order to bomb North Viet Nam. He would completely eliminate the North Vietnamese.

2. He believes minority groups have been given too much in recent years - has an intense dislike for blacks and Mexican Americans.

3. Vigorously opposes current boycott on lettuce. Buys a head of lettuce whenever he encounters someone in store with a "Boycott Lettuce" badge.

4. He opposes any of the current tax reform proposals. He believes the new plans will result in a higher tax bill for him.

Religion: Gene receives the sacraments of the Church regularly. He attends Mass every Sunday, but occasionally goes to confession to a church in a neighboring community.

Civic Organizations: He belongs to the Jaycees and Rotary. For the past two years, he has attended the National Jaycee Convention. This past year he was elected President of the local Rotary Club. He has also served on an advisory committee for the local public school for their Career Education program.

Family Relationships: Gene maintains close contacts with his mother and older sister (the one who is secretary to the University of Nebraska Dean of the Faculty). However, he has fewer and fewer contacts with his other sisters and two brothers. The last time that he visited with his brother, Jim, they engaged in a heated argument regarding Gene's treatment of migrant workers at the food processing plant. He does not have good relationship with his wife's mother. He believes his mother-in-law tries to be too directive.

Miscellaneous: Gene still smokes a pack to a pack and a half of cigarettes per day. He prefers Scotch to other forms of liquor. His music preferences have not appreciably changed since high school ranging from rock to classical. His reading interests reflect his occupational concerns and he concentrates on business journals and news magazines. Gene still tends to be too generous in terms of gifts to his close friends and immediate family, particularly at Christmas time.

"WHO GETS THE KIDS"

Overview - This lesson promotes student decision-making involving a true case about a husband, his former wife and custody of two children. It also tests student values and moral codes.

Grade - High School

Course/Subject Matter - State and Local Government, American Government, Law Related Education, Sociology

Objectives -
(1) Students will analyze information to determine and draw conclusions about parental relationships and child custody in order to pass judgement as the judge hearing the case.
(2) Students will study information describing possible reasons for marriage separation, divorce and child custody cases.
(3) Students will examine their own moral values.

Materials - Naomi Sergeant Case Study

Instructional Plan - Have students read Naomi Sergeant's case study. Following their reading, students should write out answers to the questions concluding the case study.

Conduct a large group discussion around student responses to the questions or use a small group approach. After discussing question four (4), ask students to honestly describe in writing their personal reasons for deciding the case the way they did.

End the lesson by asking whether even judges' decisions are in some way affected by personal bias and moral values.

CASE STUDY

The Black Hawk County Attorney appeared before the District Court on November 1, 1979 requesting the court to terminate the legal parental relationship between Naomi Sergeant, age 24, and her two children, Sherry, age 7, and Mark, age 5. This action is requested by the Black Hawk County Welfare Office and her former husband, Mike Sergeant, age 24. A decision for the plaintiffs would invalidate any legal rights that Naomi Sergeant has for the two children and would give the father custody of Sherry and Mark. To support his request, the County Attorney submits the following information to the Court:

1. Naomi Sergeant receives an Aid to Dependent Children check each month from the State of Iowa amounting to $175. She is also eligible for food stamps, purchasing $120 worth of stamps for $60. She has not worked at any job in the past three years.

   The County Treasurer's Office reported to Social Welfare that on three occasions in the past six months the checks had also been endorsed by Dick Senesh. Further investigation revealed that in September he used her ADC check as partial payment on a 1975 Mercury, which was registered in his name. Twice, he cashed the checks at a local tavern.

2. The Waterloo Police report a number of arrests but no convictions for Naomi Sergeant:
   a. Three arrests for public intoxication.
   b. Two arrests for possession of controlled substances.
   c. Two arrests for being an occupant of a disorderly house.
   d. Three arrests for trespass in public buildings.

3. The Waterloo Schools report that the two children, Sherry and Mark, are not making normal progress; both are extremely nervous and frequently resist teacher authority. The teachers and principal indicate that they have on a number of occasions attempted to contact Naomi Sergeant to visit with her about Sherry and Mark's academic progress. Only once has Mrs. Sergeant conferred with the teachers and the principal. Accompanied by a friend, who is a university student, Mrs. Sergeant disagreed with the school's methods and philosophy. Sherry and Mark's behavior has not noticeably improved and the school counsellor has recommended that they receive psychiatric treatment. Twice in the past month, the school nurse has given both Sherry and Mark a bath. The teachers have noted that they will wear the same clothes for several days.

4. Mrs. Sergeant's neighbors report that she often leaves the children at home alone, even at night. On one occasion, Mark severely scalded himself with a neighbor rushing him to the emergency ward of a local hospital. Later that month, Sherry was left at home alone while she had the flu. Furthermore the neighbors complain about the noisy parties and the number of "undesirable" characters who visit Naomi at all hours of the day or night. They also mentioned her inability to keep her house and yard clean; for example: she frequently fails to empty in-house garbage cans and waste baskets for several weeks at a time. The landlord has attempted to evict her on several occasions but the Welfare Office, to date, has successfully intervened for her.

5. Her former husband, Mike Sergeant, has re-married and has two children, ages 3 and 1, by his second wife. He is employed as a machinist at John Deere Tractor Works. He is purchasing a home, having received the down payment from his parents upon his second marriage. Since his divorce from Naomi, he has been attending church regularly and receiving the sacraments. His pastor, Father McCann, while recognizing he had been in trouble as a young adult, assured the case worker that Mike was a "fine Catholic boy," and recommended placement of the children with their father.

6. Mike's mother, Mrs. John Sergeant, offered many examples of Naomi's irresponsibility and her lack of concern for Sherry and Mark. When the children were in their infancy, Naomi would leave them with Mrs. Sergeant. Almost everytime she noticed that their diapers had not been changed and generally they were hungry. She informed Mike about the incidents which led to heated arguments between Mike and Naomi. Naomi neglected to wash Mike's clothes and he brought his laundry home; eating many of his meals at his parents' home. Mrs. Sergeant introduced Mike to his second wife, Lynne, a new neighbor girl, and arranged for him to see her often when he came home for his laundry, meals, or to pick up his children.

7. School officials at East High reported that Naomi possessed a very poor school record. Before she dropped out of school, as a senior, to marry Mike Sergeant, she frequently was absent. Her cumulative grade point of 2½ years, however, was 2.77 our of a possible 4.00. East High teachers, while recognizing she possessed potential, refused to give favorable recommendations. Most recalled her persistent resistance to teacher authority and her unwillingness to listen to divergent viewpoints. Several viewed her as a "spoiled brat", interested only in herself.

8. University of Northern Iowa officials presented a mixed picture of Naomi Sergeant. Although not a high school graduate, she was admitted to the university as a result of a special project for talented youth. The administrative offices reported a number of dropped courses and failure to pay fees on time. However, some of her instructors indicated that they believed she had considerable potential, that she needed understanding, and that she demonstrated sincere concern for others.

Naomi Sergeant's attorney offered the following information for consideration by the court:

1. Dick Senesh cashed the ADC checks for Naomi Sergeant as it was inconvenient for her to cash the checks on those particular days. The car was registered in Senesh's name as he gave rides to Naomi between Waterloo and Cedar Falls each day.

2. Although Naomi was arrested on several occasions, the county attorney, to date, has failed to offer sufficient evidence to obtain a conviction.

3. Although the teachers and principal claimed to have attempted to contact Mrs. Sergeant, the three admitted calling her home only during school hours. During the one conference in which she visited with the teachers and principal, it became obvious to her that all three maintained a rigid view as to the role of the student in the class room and that they were attempting to impose their middle class, rural-oriented values upon their students. Her impressions were confirmed by her friend who attended the conference with her.

4. Mrs. Sergeant admitted leaving the children alone, but maintained it was essential to do so. She was enrolled at the University of Northern Iowa; working on a degree as a social worker. Furthermore, she was deeply concerned regarding the status of deprived groups within society and she had become active in the peace movement. While minimizing material aspects of life, Naomi Sergeant is concerned about the kind of society in which she is rearing her children. She does not want them to have to suffer the kind of oppressive environment in which she has had to live. Mrs. Sergeant has participated in many demonstrations ranging from peace vigils to the picketing of stores which sold California grapes and later on, lettuce.

5. Mike Sergeant impregnated her while they were both seniors at East High School. She had to quit high school, while Mike worked 40 hours a week at a filling station to support his family. His parents, particularly his mother, opposed the marriage. Even his pastor advised him not to marry Naomi. Although a Catholic, Mike arranged a marriage by a Justice of Peace in Minnesota.

After their marriage, Mike's mother frequently interfered and encouraged arguments between Mike and Naomi. She insisted on washing Mike's and the children's clothing. If Mike picked the children up at his mother's place, he would stay there for the evening meal.

Mike evidently could not make enough money working as a service station attendant, so he became involved in a number of thefts in the local area. Upon being arrested for breaking and entering after Mark had been born, the court gave him a suspended sentence and placed him on probation. Although the police had considerable evidence against Mike and his two accomplices, his parents and pastor interceded for him and the County Attorney accepted their recommendations.

Soon afterwards Mike moved back to his parent's home. He continued paying the rent and gave Naomi $20 a week to buy groceries for the children.

It was at this time that Naomi discovered that Mike had been having sexual relations with Lynne and that she was now pregnant. She sued and obtained a divorce; with Mike's recent record, she was awarded custody of the children but no alimony or child support.

She admitted that she and Mike had different views as to the roles of marriage partners. Mike, while expressing equality in marriage as desirable, actually believed in male superiority. He thought a wife's first obligation was to her husband and then her children. Naomi believed that the wife should be able to express herself and develop as a person.

6. Naomi Sergeant's parents separated when she was twelve. At this time, she has no idea as to what happened to her father. She had contacted her father when she married Mike. Then he lived in San Francisco but subsequent efforts to reach him have proved futile. Her mother has worked as a night-shift fry cook in a 24-hour restaurant since Naomi's father left the family. Since then, she has lived with a number of men briefly; failing to maintain permanent relationships. The mother has had little time for Naomi since her marriage to Maike Sergeant. She disapproves of some of Naomi's activities; claims she is unable to understand her goals.

Her attorney cautioned the court not to penalize Naomi Sergeant for her life style; not to judge her because she had rejected the middle class and Catholic values typified by the Sergeants and eventually accepted by their son, Mike. He further emphasized the apparent dominance of Mike by his mother.

QUESTIONS:

1. What reasons does the Social Welfare Office and the County Attorney have for taking Naomi's children away from her?

2. Why would the court give the father custody?

3. Why would the court fail to give the father custody?

4. If you were the judge, how would you decide the case?

   a. Permit Naomi to keep the children, and forbid the father and his mother from interfering with the children.

   b. Permit Naomi to keep the children, but permit the father visiting privileges.

   c. Grant custody of the children to the father, but permit the mother visiting privileges.

   d. Grant custody of the children to the father, and forbid the mother from seeing them.

   e. Sever the parental relationship for both parents and place the children in a foster home with eventual adoption possible.

"ECONOMIC SYSTEMS AND DEVELOPMENT"

Overview - This lesson provides students the opportunity to compare and contrast different economic systems along with learning the characteristics of national economics in various stages of economic development.

Grade - Senior High

Course/Subject Matter - Economics, Comparative Economic Systems, World Geography, World History.

Objectives -
(1) Students will compare and contrast characteristics of market and command economics.
(2) Students will compare and contrast characeristics of economic development and identify foreign countries serving as examples of each stage of economic development.
(3) Students will use library resources to investigate a particular foreign country to determine its economic system and its stage of economic development.

Materials - Economic Systems pages

Instructional Plan - Have students read and study the two-column T chart entitled Two Economic Systems. If possible, use a film or filmstrip to expand on these characteristics using the United States as a prime example of the market system and the Soviet Union as the prime example of a command system.

Follow with students reading and analyzing the three-column chart entitled Underdeveloped, Developing and Developed. Again, if possible, use visual or print material to expand the characteristics of economic development.

A quiz at this point is beneficial for most students.

Introduce students to the Activity portion of the lesson. If each student can pick a separate country to investigate, a wider diversity of systems and development will emerge in the activity.

If available, an old wall map of the world can be used by the teacher to color code the countries according to their major system characteristics and economic development as each student makes a brief summary report of their investigation. (The written reports should be handed to the teacher.)

Conclude the lesson with a class discussion identifying significant aspects regarding correlation between geography, location, topography, climate, political system, and economic systems and development.

Economic Systems

Every country must have three things to produce goods and services. It must have raw materials, human resources and capital. Because these resources are scarce compared to people's unlimited wants and needs, men and women have to decide how to use the three resources they have. Each country's society has developed an economic system to help people make these decisions. People work together in the system to decide how best to use their limited resources to meet their needs and wants for goods and services.

Economists agree there are two main economic systems in use in the world today. However, no nation uses an absolutely pure form of either system. A country will use a mixture of both, but will tend to draw more characteristics from one system than the other.

Below is a T chart listing the major characteristics of the two main economic systems.

Two Economic Systems

Market Economy	Command Economy
1. Means of production owned by individuals.	1. Government owns or controls nearly all the means of production.
2. Consumers and producers interacting with each other decide what goods and services to produce at what price.	2. Political leaders decide what will be produced at what price.
3. Producers try to make a profit.	3. Profit goes to the government, not individuals.
4. Producers must compete with other producers.	4. Little if any competition.

Economists also agree that nations are at different stages of economic development because they differ in their ability to provide their people with goods and services.

The three column T chart below lists characteristics of each stage of economic development.

Underdeveloped	Developing	Developed
Examples: Bolivia, Chad	Examples: Venezuela, Egypt, China, India	Examples: United States, Soviet Union, Great Britain
1. Economy produces few goods and services.	1. Produces more goods and services and people are able to save a little money.	1. Can produce almost anything the people want.
2. Food and raw materials are the main products.	2. Some manufactured goods are produced in addition to food and raw materials.	2. People can choose between many different products.

Underdeveloped	Developing	Developed
3. Three fourths of the workers farm land.	3. Improved farming methods decreased the needs for farm labor. People move to cities to work in new factories.	3. Only a few people are needed for farming. Enough food is produced for everyone or people can afford to buy imported foodstuffs.
4. Foreign countries develop the raw materials for the country.	4. Able to develop their raw materials with little foreign help.	4. Develop their own raw materials and offer help to other countries to develop their raw materials.
5. Few people can read so they do not know how to handle business matters and make economic decisions.	5. More people can read and handle money.	5. Most people can read and write and many are trained in handling money.
6. People live in large families.	6. Family size begins to decrease.	6. Family size is small.
7. People spend so much time caring for each other they pay little attention to the central government.	7. People have a stronger sense of national unity and the central government supports development programs.	7. There is a strong central government.
8. High birth and death rate because of poor medical services.	8. Lower birth and death rates because medical services improve.	8. Low birth and death rate due to excellent medical services.
9. Pride in handicraft such as making pottery and weaving.	9. People no longer have to make things by hand because they have the money to buy manufactured goods.	9. Most people work in industries such as construction, commerce, finance and public utilities.
10. People do not expect anything to change because it has always been this way.	10. People want economic change to provide an even more comfortable life.	10. People enjoy a high standard of living, have leisure time and can afford to satisfy certain wants.

ACTIVITY: Pick a foreign country of your choice. Using library resources such as encyclopedias, the vertical files, and information contained in the two T charts, answer the following questions:

1. The country of ______________________ has primarily a ______________________ economic system. The reason for my answer is based on the following evidence:

II. The country of ________________ is in the ________________ stage of economic development. The reason for this answer is based on the following evidence:

You are now ready to report your findings to the rest of your classmates. Your teacher will ask you to give a brief oral summary of your findings. As each student summarizes his findings, your teacher will place colored pieces of paper on a large wall map color coding the type of economic system each country has adopted and the stage of economic development of each country. Following you and your classmates' summaries and possibly a class discussion, write at least five (5) conclusions or observations you can make from the color coded wall map.

Conclusions:

"WHEN I AM ON MY OWN"

Overview - This lesson/activity allows students to find out whether they will be able to live in the style to which they have become accustomed on the wage/salary received from a chosen occupation.

Grade - Senior High

Course/Subject Matter - Economics, Consumer Economics.

Objectives -
(1) Students will investigate and learn a job description, the qualifications to meet, the future occupational outlook and the beginning salary/wage of an occupation chosen by the student.
(2) Students will learn how to determine their gross and net monthly income.
(3) Students will investigate and determine how much money it will take to live the way they think they will when students get on their own.
(4) Students will compile this information into an oral presentation using visuals to supplement their report.

Materials - When I Can Be On My Own activity sheet, Occupational Handbook and any other career information.

Instructional Plan - Give students the handout entitled When I Can Be On My Own. The first part of the activity requires the teacher to gather up copies of the Occupational Handbook from the guidance center and library and any and all career materials in the school or system.

Tell students they are to assume they have finished the necessary education for the occupation they think they would like to have after completing high school. After each student choses an occupation or career, have them use the career information to find the answers to questions 1 - 4. This part of the activity can be done in the classroom or individually. However, the second part, determining cost of living, has to be done by each student outside of class.

Teachers can use their best method to have students give their oral reports.

WHEN I CAN BE ON MY OWN

How many times have you said, "When I grow up, I am going to be a ________________________"? This activity allows you to finish that statement and find out whether you really want that occupation.

You are to pick an occupation you think you might like to have after you finish either high school, college, vocational technical school or some other formal training program. Look up the job's description in the Occupational Handbook. Your teacher has these. When you find the job description, write down the following information in the space provided.

1. Write a short description of what a person does having this occupation.

2. What qualifications must a person meet to be considered for this occupation?

3. What is the occupation outlook for this job in the future? Will as many people be needed in the future as are needed now?

4. The beginning salary or wage for this occupation is $____________.

Now that you know more about the job you would like to have in the future, assume you have this job right now. How much monthly income would you have to spend on your basic needs and your wants?

To figure your gross monthly income, first divide your gross annual income by twelve. For example, if your gross annual salary is $12,000, your gross monthly income would be $12,000 divided by 12, or $1,000 per month. Now figure your own gross monthly income. It is $__________ per month.

You may think this is a lot of money, and you will be able to live quite well. However, now you must remember that before you get your paycheck, certain things are deducted from your paycheck before you get it. Your employer will automatically subtract federal and state income taxes, social security payments, and pension contribution (if you have a pension plan). There even may be other items deducted if you have a payroll savings plan or have monthly payments repaying a loan automatically taken out each month.

For the purpose of this activity, assume you only have state and federal taxes, social security and a pension contribution deducted each month. These deductions, using present figures, come to about twenty-five percent of your gross monthly income. You need to figure out what twenty-five percent of your gross monthly income amounts to. Using the example of $1,000 gross monthly income, twenty-five percent of that is $250 that would be deducted from your gross monthly income. By subtracting $250 from $1,000, you would "take home" a paycheck of $750 per month rather than the $1,000.

Now figure your own net monthly income. Remember, figure out what twenty-five percent of your gross monthly is and then subtract that amount from the gross monthly income to get your net monthly income.

My net monthly income is $__________.

It is the end of your first month on the job, and you have your first paycheck in your pocket. You are ready to decide how this money will be spent. Below is a chart containing a list of normal expense items most people have to pay for when they first start out on their own. As you find out the cost of each item in your community, place that figure in the chart and subtract that cost from your balance column. Here are the steps to follow in determining the cost for each budget item:

1. Go looking for an actual apartment. If you think landlords will think you are too young, get all the information over the telephone. Keep notes about each apartment such as monthly rent, who pays the utilities, number of rooms, furnished, semi-furnished or unfurnished, deposit required, off or on street parking. Some of this information can be found in newspaper ads. Is a lease required?

2. If you have to pay your own utilities, call the utility company, give the address of where you will live, and ask them for the monthly utility bill.

3. Call the telephone company and find out the cost to install a telephone and the basic monthly charges.

4. Make out a grocery shopping list of things you would buy to last for one week. Take your shopping list to several grocery stores and find out how much the groceries will cost in each store. Multiply the weekly cost by four to get a monthly food cost figure. Note: Some items, such as laundry or detergent soap may be a once-a-month purchase, so figure that cost only once.

5. Plan to buy a new or used automobile. Pick out a car you would like to own right now and find the amount of the monthly payments.

6. After you have "bought" your automobile, find out how much auto insurance will cost. Shop around to see where you will get the best coverage for the lowest rate.

7. Find out how much renter's insurance will cost. Assume your personal property, clothing, TV, stereo, etc. is valued at $3,500.

8. Decide how much you can, or will budget for clothing each month.

9. Decide how much entertainment money you will need each month.

10. How much will you regularly put aside into a savings account?

COST OF LIVING CHART

		Balance: $
Rent	$	$
Utilities	$	$
Telephone	$	$
Food	$	$
Automobile	$	$
Auto Insurance	$	$
Renter's Insurance	$	$
Clothing	$	$
Entertainment	$	$
Savings	$	$

"THE AUCTION BLOCK"

Overview - This lesson serves as an introductory activity to an economic course or unit. Students are introduced naturally to basic economic vocabulary and concepts.

Grade - Junior/Senior High

Course/Subject Matter - Economics

Objective - Students will acquire some basic economic vocabulary and concepts by participating in an auction.

Materials - Item for auction

Instructional Plan - Auction off something such as a can of pop or candy bar, anything appealing to your students. When the bidding slows down or stops, inform bidders the pop or candy bar can be drank or eaten in class. Continue the bidding until you have a single bidder.

After the sale, collect the money or set up a loan with interest until the money is paid. Then introduce vocabulary and concepts such as supply, demand, buyer, seller, market place, price, price determinate, consumer, loan, interest, and other important vocabulary and concepts useful for the teacher's purpose.

"MAKING THE MOST OF OUR NEWSPAPER"

Overview - This lesson describes an activity which provides the students with the opportunity to follow a news story over a given period of time.

Grade - 4 - 12

Course/Subject Matter - Any social studies related course

Objective - (1) To provide students with the basic facts of a major news story.

(2) To provide students with an ongoing examination of a news story from the time the story breaks until its resolution.

Materials - Any daily newspaper will suffice.

Instructional Plan - This activity allows students to become more involved with current events. Assign each student the task of covering a major news item. Students will need to survey the paper each day for an article(s) pertinent to their topic. There is no set time period for this activity; each student may report to the class after the news item leaves the public's interest.

Experience has shown that students become eager readers of the newspaper as they attempt to stay on top of a given news story.

Idea File
Social Studies
#22

"STUDENT VACATIONS"

Overview - Many students travel during school holidays and breaks, and this lesson provides a fun way of learning while on a vacation.

Grade - 3 - 12

Course/Subject Matter - Any social studies related course or subject matter

Objective - Students will complete a prepared questionnaire while on a trip, including figuring distances, miles per gallons, identifying locations on a map, etc.

Materials - Teachers may choose to use the list of questions that follow this plan modifying it as necessary. Students also will need a current Department of Transportation map of Iowa (if travel is within the state of Iowa).

Instructional Plan - Prior to departing on a trip, students should be provided with a list of questions specifically designed for his trip. This activity provides an interesting way for students to learn from their travel experiences. Teachers may even want the students to develop their own questions. The questions on the following page are intended to be examples of questions for a trip within the State of Iowa.

Vacationlearning

Departing from:____________________

Time you left: ____________________

Time you arrived:__________________

1. What is your destination?

2. How many miles is it from your home town?

3. What is the current price of gasoline?

4. What historical landmarks and/or places of interest did you pass?

5. What is the capacity of your gas tank?
   (Your teacher will show you how to compute your miles per gallon and traveling speed for the trip.)

6. What is your average traveling speed?

7. What is your average miles per gallon of gasoline?

Idea File
Social Studies
23

"WHAT DO YOU VALUE"

Overview - This activity provides an excellent way for students to express their feelings and determine the relative strength of them.

Grade - 10 - 12

Course/Subject Matter - Any social studies related course

Objective - Students will complete several unfinished sentences on issues they themselves will identify.

Materials- Worksheet containing the following unfinished sentences:

(1) I would be willing to die for
(2) I would be willing to physically fight for
(3) I would argue strongly in favor of
(4) I would quietly take a position in favor of
(5) I will share only with my friends my belief that
(6) I prefer to keep to myself my belief that (for the students private contemplation)

Instructional Plan - After passing the worksheet out, instruct the students that they may write one sentence or a whole paragraph. This worksheet may be filed for later reference or a class or several group discussions might follow.

Idea File
Social Studies
#24

"TIME"

Overview - Teachers are continuously trying to teach the concept of time to their students. This activity provides an interesting way for students to analyze how and why our society is concerned with time.

Grade - 2 - 10

Course/Subject Matter - Any social studies related course

Objective - Students will analyze the use of time in their community gaining a more knowledgeable impression of this concept.

Materials - Any camera capable of taking slides, slide film, and other reference materials.

Instructional Plan - Students will need to gather materials which reflect people's concern with time. This may be done best by breaking into groups of three's or four's. Each group must collect data and then explain the function of time in their community. After the data have been collected, the teacher should photograph at least one groups' results. If possible, a narration explaining the data should accompany this collection. Class discussion of all the findings should take place.

For example, students may choose to examine airline schedules, fast food chains, etc., to express their notion of how time influences our lives.

"CAN YOU RELATE?"

Overview - Drawing can often be an interesting way for students to express their beliefs and feelings. This activity can assist first year teachers or teachers who are working in a new environment or with a different grade level.

Grade - 2 - 12

Course/Subject Matter - Any course or subject matter

Objective - To assist teachers in understanding their students.

Materials - Handout (follows this lesson)

Instructional Plan - Instruct students to follow the directions on the handout by drawing their responses in the provided spaces.

This activity reveals a great deal about your students. Responses, of course, are confidential and this should be stated to the class.

Teachers may want to add more questions. After students complete this activity, the teacher should analyze the papers, gaining insights and impressions of the students and school.

1. Draw your worst problem.

2. Draw your or your family's greatest achievement.

3. Draw your impression of our school.

4. Draw a friend's impression (not enrolled in our school) of our school.

Idea File
Social Studies
26

"BREAKING THE ICE"

Overview - This activity provides an excellent way to begin the school year. Students learn about one another in an interesting way.

Grade - 2 - 10

Course/Subject Matter - Any course or subject matter

Objective - To facilitate students' understanding of each other, highlighting students' backgrounds, interests and talents.

Materials - No special materials needed

Instructional Plan - This activity is best suited in the beginning of the year. Each student has the task of interviewing one classmate finding out as much information about this person as possible. For example, students will need to find out each others name, hobbies, favorite subject, etc. After the students have collected the information, each student will need to address the class about the person they interviewed.

A possible extending activity also works well. Repeat the process above, however, have each student write a brief essay on their classmate. If the teacher takes a black and white photo of each student, the essays and pictures may be placed on a bulletin board.

This activity adds a significant personal touch to the classroom. Students learn from one another, and individual talents and interests are revealed.

Idea File
Social Studies
27

"WHAT'S IN THE MESSAGE?"

Overview - Through advertising many consumers are gradually persuaded to change their buying habits. Although many advertisements contain useful information about products, some provide little useful information for the consumer. In fact, many advertisements are designed to sell products by sending subtle messages that appeal to people's social needs rather than promoting the merits of the product itself. For example, the artwork in a recent ad for "Passport" scotch illustrates a tall, elegant bottle of "Passport" that embodies five family crests on its label. Right away the consumer sees "quality." The bottle is on a table on a balcony overlooking a beautiful harbor in France. There are many luxury yachts in the harbor. There also are some French coins beside the bottle of scotch. The copy of the ad reads:

BECAUSE YOU ENJOY GOING FIRST CLASS

On the Riviera or at home, life's more satisfying when you're enjoying the best. That's Passport. Enjoyed worldwide because it's made of Scotland's finest whiskies. Ask for Passport - go first class.

PASSPORT SCOTCH

The combined effect of the ad's artwork (the elegant bottle, the French harbor, the luxury yachts and the money) and the copy is that the consumer sees that rich, classy people drink "Passport." If he/she aspires to become this type of classy person, he/she should be drinking "Passport" too. The ad obviously attempts to appeal to people's social needs.

In light of the subtle persuasive techniques contained in many advertisements, it is important for teachers to have their students begin to discern these subtle messages.

Grade - 10, 11, 12

Course/Subject Matter - Consumer Economics, Current Issues

Objectives - (1) Students will analyze advertisements for their subtle messages.

(2) Students will be able to identify the various human and social needs to which advertising appeals.

(3) Students will be able to describe why advertising messages (for the same product) vary according to the intended audience.

Instructional Plan - (1) Instruct students to analyze advertisements for their obvious and subtle messages. Have student select two ads that deliver messages that appear to be important and believable. Then have students complete the following worksheet to help focus their analysis of the selected ads. Each student should receive two copies of the worksheet.

Advertisements and Their Messages

Mount here the advertisement you have selected.

What are the messages the advertisement is sending?

____

____

____

To what audience are the messages being sent?

____

____

____

Describe the physical appearance of the people, their props, and their relations to the products being advertised. What did the advertisers use to construct their messages? How?

____

____

____

What human and/or social needs are being appealed to in order to convey the messages?

____

____

____

What portions of the ad are unrealistic or unnecessary? Why?

____

____

____

In your opinion, could the advertisement succeed in sending its intended messages if the unrealistic or unnecessary portions of the ad were left out?

____

____

____

(2) After students have completed their worksheets, have several students explain to the class how they arrived at their answers. Ask the rest of the class if they agree with the person's reasoning.

(3) Once students are familiar with the procedures for decoding advertisements for their subtle messages, ask the following questions:

a. Will ads for the same product in different magazines change the intended message for a specific audience?
b. Will the language change according to the audience?
c. Will the ad make appeals to different human and social needs depending on the audience?

Write students' tentative answers to these questions on the board, but be sure no firm conclusions are reached. Then select several products that are likely to be advertised to many generations in different types of magazines (Newsweek, Seventeen, etc.). Assign each group a product and have it search for related advertisements in each of the various magazines. For each ad they find, have students consider the above questions and record their answers on paper. At the end of this activity, have the class compare their initial answers with their newly researched answers and draw conclusions.

Materials - (1) advertisements from the newspaper

(2) advertisements for magazines

(3) copies of the magazines, such as Newsweek, Seventeen, Sports Illustrated and Vogue

Idea File
Social Studies
#28

"PROPAGANDA AND ADVERTISING"

Overview - In this lesson students will classify advertisements according to the type of propaganda being used. The seven major techniques of propaganda are:

(1) Name-Calling - Giving an idea a bad label to encourage us to reject and condemn the idea without examining the evidence.

(2) Glittering Generalities - Statements which appear to prove a point without examining the evidence.

(3) Transfer - Pleas that carry authority, sanction, and/or prestige of something respected and revered in order to make something else acceptable.

(4) Testimonial - A respected and known person is used to endorse a product. Thus, if a respected person says the product is good, it must be good.

(5) Card Stacking - A method that misuses facts, statistics, logical and illogical statements in order to make the best or most plausible case for an idea, person or product.

(6) Plain Folks - An effort to get the listener to identify with the message or product because it is for people just like him/her.

(7) Bandwagon - A statement that implies that everyone is doing it, so you should too. Thus, you should jump on the bandwagon.

Grade - 10, 11, 12

Course/Subject Matter - Consumer Economics

Objectives - (1) Given teacher explanations of seven propaganda techniques students will verbally describe these techniques.

(2) Students will classify advertisements from magazines according to the propaganda techniques they exhibit.

Instructional Plan - (1) In a short lecture describe and demonstrate to students each of the seven propaganda techniques. After each technique is explained, play a tape-recorded advertisement that is an example of

(2) After lecture/demonstration has been completed ask students to verbally describe each of the propaganda techniques.

(3) Have students go through Newsweek, Seventeen, Sports Illustrated and Vogue, and select advertisements that depict each of the seven propaganda techniques. Remember that some advertisement may use more than one technique.

(4) Have several students explain to the class what propaganda technique(s) are evident in their advertisement. Have the rest of the class assess the student's analysis and discuss whether his/her interpretation is correct.

Materials - (1) Copies of the magazines, such as Newsweek, Seventeen, Sports Illustrated and Vogue

(2) Tape-recorded radio and/or T.V. advertisements that are examples of each propaganda technique

Note: Many local television stations will give teachers 8mm movie film clips or video tapes of advertisements that are not currently being shown on T.V. These would be good supplements to the tape-recorded advertisements.

(3) Dittos or transparencies containing the written message of the tape-recorded advertisement

Idea File
Social Studies
#29

"ADVERTISING CLAIMS AND EVASIVE LANGUAGE"

Overview - Many of the advertisements consumers hear and see on radio and T.V. are competitive ads about parity products. In one evening of television viewing consumers are exposed to countless ads about household detergents, beauty aids, hygiene products, beer, coffee, cold remedies and pain relievers. In most cases, although there are many different brands of each product, one brand is nearly identical to another. Advertisements for these products cannot claim that they are better than their competitors unless they can truthfully demonstrate the product's superiority. However, competitors can say that their brand of beer is the best because legally best means equal to other products in the same category.

Since there are really few truly superior parity products, advertisers make effective use of numerical ploys and vague language to create the illusion of product superiority. To the untrained mind, these claims may appear to be credible. Thus, it is important for teachers to help students listen and read advertisements critically so that they can determine what information is useful to them as consumers.

Grade - 10, 11, 12

Course/Subject Matter - Consumer Economics

Objectives - (1) Students will be able to recognize evasive language used in competitive advertising claims.

(2) Students will be able to explain how evasive language and numerical ploys are used in advertising claims to foster the image of product superiority among parity products.

Instructional Plan - (1) Write the following list of words on the board:

Help
Like
Virtually
Best
Acts like
Feels like
Exclusive
Works, like

Can be
Up to
As much as
Different
Special
Enriched
Fortified

At this phase of the lesson do not tell students how these words are used in advertisements. Have each student select two advertisements from newspapers or magazines that make claims about a product and use at least one of the above words in the claims. Tell students to rate each ad according to the truthfulness of the claims on a scale of one to five (one meaning the claim is truthful and five meaning the claim is false). Have students share their results with the class. In all probability most of the students will respond that the claims fall somewhere between one and five. Ask students why most claims seem to be neither totally true or false. Most students will probably say because the language is vague. Make sure students give concrete examples of vague language from the ad's claims.

(2) Write the following hypothetical statements from advertisements on the board:

"Brand X toothpaste will prevent cavities."

"Brand Y beauty cream will keep you young."

Ask students if they see many of these types of claims in advertisements. Obviously students will say no because they would be totally false. Ask students to explain why. Make sure that students see that by substituting the word "helps" for "will" the false claim now becomes believable. At the same time, the claim becomes hard to disprove because of the evasive nature of the world "helps." Explain that evasive words are used in advertisements:

a. to imply meaning different from their definitions (virtually)
b. as qualifiers and/or comparatives (like, helps, most)
c. as subjective opinions of the manufacturer
d. as adjectives to convey more feelings and/or emotions than the product itself could

(3) Have students work in groups and analyze the ads they rated as exhibiting true or false claims. Have students determine how the evasive words are used. Also, where appropriate, have students look up the meanings of the words and apply the definition to the test of the advertisement. For example, a recent ad for a dishwasher detergent stated, "It leaves dishes virtually

spotless." When the groups have finished have them explain and demonstrate to the class how evasive words were used in at least two of their advertisements. By the end of the activity, students should recognize and understand how evasive language practically negates the advertisement's claims.

(4) Explain to the students that while many advertisements use vague words, there are other advertisements that use insignificant or inaccurate numerical information in their claims. Numerical information tends to give the claim credibility. Write the following two claims on the board.

a. Easy-Off has 33% more cleaning power than any other brand of oven cleaner.
b. Anacin has twice as much of the pain reliever doctors recommend most.

Ask students if they see anything wrong with these claims. With the teachers help students should understand the following:

a. Initially, the Easy-Off oven cleaner ad sounds great; however, a further evaluation reveals some problems. Namely, more of what type of cleaning power? Assuming the ad means a cleaning ingredient, then the question becomes: Does 33% more of some ingredient necessarily make the product better as the ad implies?

b. What pain reliever is in Anacin that doctors recommend most? According to the ad it has twice as much - but twice as much as what? There is not concrete information given.

Once students understand that numerical information in advertising can be misleading, have them go through newspapers and magazines and find two ads that are attempting to use numbers to support their claims. Have students analyze each ad and then demonstrate to the class how the ad uses numerical information and whether the numbers used logically support the claim.

(5) Show students two television ads (one that makes use of evasive language and one that makes use of numerical information). Have students make a written, critical evaluation of each ad and hand it in to be graded.

Have each student select one example of informative, competitive and comparative advertisements that in his/her judgment provide little useful consumer information. Then have each student rewrite each advertisement so that can be used to make a valid decision about the product. Collect and evaluate students' written materials.

Materials - (1) Competitive and comparitive advertisements from the newspaper and/or magazines for each student.

(2) 8mm film spots of T.V. ads and/or video-taped ads from T.V. that use evasive language and numerical information in their claims.

Idea File
Social Studies
30

Overview - The lesson is designed to provide an initial framework for classifying social, political and economic events existing in countries before a major revolution takes place. This model is most useful when it is used in conjunction with the French, Russian, American and/or 1949 Chinese Revolutions.

Grade - 10, 11, 12

Course/Subject Matter - Social Studies, American History, World History, Government

Objectives - (1) Students will list major preconditions that must exist in a country before a political revolution can occur.

(2) Students will use the handout "Necessary Conditions for a Revolution to Occur," to classify their list of preconditions.

Instructional Plan - (1) Ask students what events or conditions need to exist before a political revolution is to occur. Student responses should approximate the following:

a. an elite ruling class that has most of the political power in the country
b. a government that fails to address long term grievances of the people
c. the existence of widespread poverty
d. the country is only partially industrialized
e. the rise of a middle class
f. the political leaders are incompetent
g. the existence of radical groups with different political views or ideals

(2) Discuss the student responses and then hand out the "Necessary Conditions for a Revolution to Occur." Have students compare their list of events and conditions that are necessary before a revolution with the handout. Discuss the similarities and differences.

(3) Next have students read a chapter out of their text (the substance of this chapter depends upon what Revolution the class is studying) and classify these events, social conditions, according to the framework of the handout.

Materials - A copy of "Necessary Conditions for a Revolution to Occur," for each student in the class.

Handout

NECESSARY CONDITIONS FOR A REVOLUTION TO OCCUR

1. A long period of discontent (maybe a century or more). The middle class thinks its condition, which may be good, can be greatly improved. Workers and peasants may or may not really be suffering, but they, also, believe things could be much better.

2. Effective revolutionary leadership arises. Usually is the more rebellious and able of the middle class with an occasional defector from the ruling class which makes up the revolutionary leadership. On rare occasions, persons from the lower class rise to become members of the "revolutionary elite." The revolutionary leaders are usually well educated and "cut out" for their role. Some are skilled military strategists.

3. Development of a "revolutionary myth." This is a statement of the political, economic, and social goals of the revolution. It is an idealized picture--a kind of paradise with something good promised for everyone (except the old ruling class). It makes people willing to sacrifice and die for the revolution.

4. The government shows incompetence to govern. Increasingly the old ruling class seems unable to carry on the ordinary functions of government; even the basic services that have always been expected are neglected. Often the leaders lose communication with the common people and the middle class.

5. Demoralization of the ruling class. As the above situations develop, the more intelligent of the ruling class see their situation as hopeless and may flee the country. Others seem to remain blind to the situation until it is too late. By this time there is a general collapse of the government.

6. Revolutionary leaders take final steps. By this time the revolutionary elite at least has the consent, if not always the active support, of enough of the people to make a successful take-over of government seem likely. By this time either large segments of the army have defected to them or they have put together their own military force. They have become organized and have decided who will be responsible for what.

Idea File
Social Studies
31

"THERE IS ALWAYS A COST"

Overview - We live in a world where the supply of resources is not sufficient to provide all the goods and services people want. Given this condition of scarcity people are forced to make choices. Early on in life students should realize that there are two kinds of costs involved any time we choose to buy particular goods. The first is obvious - the money payed for the goods. The second is not so obvious - the foregone opportunity to purchase other goods or services. In short every choice has an opportunity cost which is what must be given up when a person makes a choice.

Grade - Elementary (1 and 2)

Course/Subject Matter - Social Studies, Economics

Objectives - (1) Students will explain what the opportunity cost is for making decisions about the use of their time.

Instructional Plan - (1) Ask students to think of all the things they could do in a free hour at school. Write the students' responses on the chalkboard.

(2) Have the class vote for the most and least popular ways to spend their time. Record the votes for each item.

(3) Ask students to explain why the most popular activity is best. Do the same thing with the least popular item.

(4) Ask students to evaluate each activity listed in terms of: 1) money cost, 2) personal pleasure, 3) convenience to others, 4) educational value, etc.

(5) Have students list the opportunities that they could be missing by doing the most popular item on the list. Tell students that these lost opportunities are the opportunity costs of their selection.

(6) Once students have the basic idea of opportunity cost, have them apply this to the following situation.

Sally is at the amusement park and has $5 to spend. She wants to ride on all the rides that she can for $5, but also wants to by cotton candy, popcorn and pop. If Sally spends 3 out of 5 dollars on food, what is her opportunity cost?

Jeff is all excited about going to a professional baseball game with his brother, Paul. On the same day, Jeff's friend, Bill, asks him to go swimming. Jeff decides to go to the baseball game. What is the opportunity cost of going to the baseball game?

Optional
Have students make up stories depicting opportunity costs.

Materials - Chalkboard or transparency

Idea File
Social Studies
32

"ADVERTISING: ITS LOCATION IN THE NEWSPAPER"

Overview - It is not uncommon for teachers to teach pupils to use a variety of reference sources, such as dictionaries, atlases and encyclopedias. Yet, it is possible that many students do not receive instruction about the types of information contained in the newspaper that relate to consumer decision-making. One of the most useful sources of consumer information in the newspaper is the wide variety of advertisements for various goods and services.

This lesson is designed to familiarize students with the types of goods and services that are described on a regular basis in different sections of the newspaper.

Grade - Elementary (4 - 6)

Course/Subject Matter - Social Studies

Objective - Given a week's supply of newspapers, students will classify the types of goods and services advertised in each section of the newspaper.

Instructional Plan - (1) Have students browse through Monday's newspaper and list the general types of products and services (tires, automobiles, job listings, movies, vacations, restaurants, etc.) advertised in each major section of the newspaper.

(2) Write the major sections of Monday's newspaper on the board. Then have students tell the class what types of advertising they found in each section. Write their responses under the appropriate section.

(3) Ask the class if they would expect this pattern of advertising to continue in each section of the newspaper for the rest of the week. After recording their initial responses have students look through the rest of the week's papers, section by section, and note any change in the pattern of ads that has developed since Monday's paper. Once this activity is completed have students construct a new and expanded pattern of advertisements.

(4) At the completion of this activity students should be familiar with the sections of both the daily and Sunday newspaper and know where

general types of goods and services are advertised.

(5) Optional Activity

Ask students why ads for specific goods and services appear on a regular basis in specific sections of the newspaper. For example, the teacher might ask students why ads for tires, cars and automotive parts generally appear in the sports section. The obvious answer is that this section is more frequently read by men. The same types of questions could be asked about sections containing ads about:
a. vacations
b. expensive furniture
c. financial affairs
d. building materials

This is only a partial list. Perhaps students could expand it.

Materials - One week's supply of newspapers for each student in the class.

Idea File
Social Studies
#33

"SUPPLY AND DEMAND: ITS A LAW"

Overview - The purpose of this lesson is to introduce student to the law of supply and demand and its relationship to the price of products.

Grade - Elementary (4 - 6)

Course/Subject Matter - Social Studies, Economics

Objectives - (1) Students will be able to verbally explain the relationship between supply and demand and price.

(2) Students will be able to graph and determine the equilibrium price when given a supply and demand schedule.

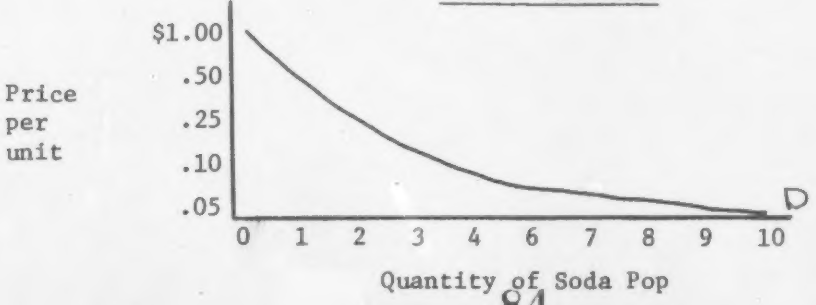
Instructional Plan - (1) Introduce the lesson by telling students that you have ten cans of cold pop and want to know how many of these cans of pop you would be willing to buy at $1.00 each. Select eight students to answer the question. Then ask the same students how many cans of pop would the students purchase at 50¢, 25¢, 10¢ and 5¢. Record the total number of cans of pop demanded at each price. Write the results on the chalkboard.

The results should indicate that more cans of pop will be demanded at lower prices. Students should come to the conclusion that the demand for a product will be less at higher prices than at lower prices.

(2) After students understand how price influences demand, you should draw a demand graph on the chalkboard that depicts the data generated in step one of this lesson. In drawing the graph tell students that the vertical axis represents the price per unit and that the horizontal axis represents the quantity demanded over a specific period of time. See example A

Example A -

Demand Schedule

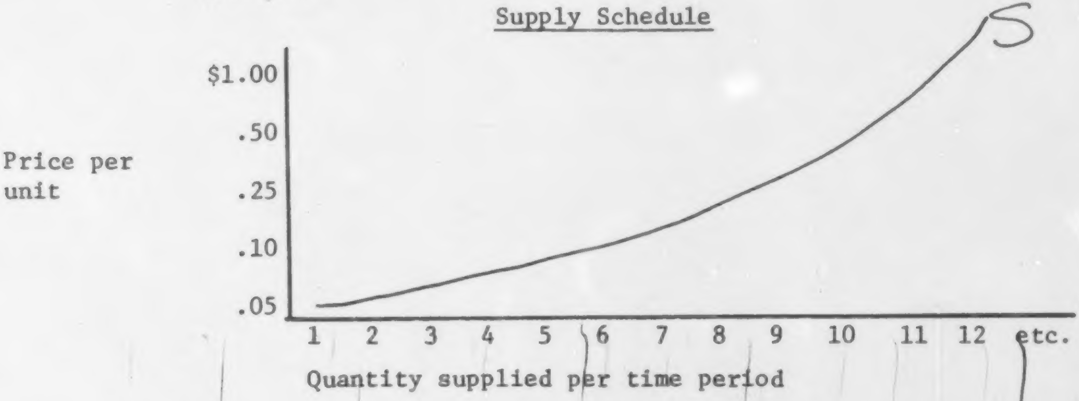


Ask students what the graph shows. Students should indicate that as the price goes up, the demand for soda pop goes down.

(3) Once students have the idea of how price influences demand you need to introduce how price influences supply. To do this select eight new students to answer your questions. Ask these students how many dozen cookies they would be willing to make and sell in a days time if they could sell a dozen cookies for 5¢, 10¢, 25¢, 50¢, $1.00. Record students' responses and write the information on the chalkboard. Have students study and interpret the data. Students should readily see that the cookie company is more willing to supply more cookies at higher prices.

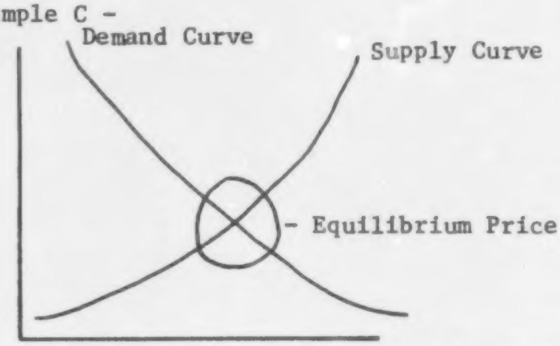
(4) Make a graph that depicts the above results. See Example B

Example B -



(5) Once students understand the above factors the next idea they need to understand is equilibrium price. Equilibrium price (market price) is the price at which a quantity of products is identical to the quantity demanded. Ask one group of students to be a belt manufacturing company and to determine how many belts they will be willing to produce at various prices. Next have another group of students determine how many belts they will buy at various prices. Once both groups have completed their activity have one group plot their supply schedule and the other group plot their demand schedule on graph paper. Where the demand curve crosses over the supply curve is the Equilibrium Price. See Example C

Example C -



(6) After this exercise students should realize that the equilibrium price (market price) takes two sets of conflicting attitudes of suppliers (producers) and those of consumers (demanders) and reconciles them by showing the price at which the quantity is offered is identical to the quantity demanded.

Materials - Desirable food items, chalkboard, graph paper

Idea File
Social Studies
#34

"DECISION-MAKING"

Overview - In this lesson students will be introduced to a decision-making model that contains a process that will help students organize information and develop criteria to make rational decisions. The phases of this model are: 1) defining the problem, 2) specifying the alternatives, 3) stating criteria, 4) evaluating alternatives, and 5) making a decision. This model can be easily applied to a wide range of individual purchasing decisions. In this lesson students will apply the model in choosing an apartment.

Grade - 10, 11, 12

Course/Subject Matter - Social Studies, Current Problems, Economics

Objectives - (1) After hearing an explanation of the decision-making model, students will be able to explain verbally the decision-making process.

(2) Students will be able to use the decision-making model in deciding which type of apartment is best to rent.

Instructional Plan - (1) Ask students how many of them plan to be living in an apartment within two or three years after high school graduation. Predictably, a majority of the students will indicate such a plan. Ask students if they have ever considered what is involved in locating and renting an apartment. Most students will probably indicate that they have not thought much about it. Tell students that they are going to learn about a decision-making model that will help them in choosing apartments wisely.

(2) Draw the following grid on the board and explain to students how to apply the decision-making model by working through the following problem for them.

Alternatives	Criteria			
	Good Mileage 33 mpg Highway or better	Front wheel drive for good traction	5 Speed Transmission	Price under $6500
1. Pinto	-	-	-	+
2. VW Rabbit Diesel	+	+	+	-
3. Honda Civic	+	+	+	+
4. Chevette	+	-	-	+
5. Toyota Celica	-	+	+	-

a. Problem: What compact car should I buy?

b. Explain what alternatives are and cite examples. (Pinto, VW Rabbit, Honda Civic, Chevette, and Toyota.)

c. Explain what criteria are and cite examples.

There is a gas shortage, so I want a car that gets at least 33 mpg.

I want a five-speed transmission and front-wheel drive.

I want all of these features for under $6500.

d. Explain that one can evaluate the alternatives by applying the four criteria to each alternative.

e. Make a decision on the basis of this evaluation. The Honda Civic is the best car for this individual according to the criteria.

(3) Students should be able to use the decision-making model in determining what type of apartment they should rent. Before this activity begins, supply each student with a copy of Sunday's classified ads and find a job for which they feel they would be reasonably qualifed in three years time (this is to avoid some enterprising student selecting a job paying $30,000 a year). Make sure students note in which part of the city they will be employed, e.g., downtown, East, Northeast, West, etc. Next have each student compute his/her gross income, subtracting 10% for income tax. Once students have figured out their net incomes, they should compute their weekly earnings.

(4) Explain to students that they are going to be hunting for an apartment. First, have students determine whether to live alone, with a roommate, or with a spouse. This will necessitate students either working individually or in pairs. In the cases of students who choose to be married, a decision must be made as to whether or not both persons will be working. All students should rely on the "traditional rule" in determining how much apartment rent they can afford to pay. The "traditional rule" allows for an individual to put one-week's take-home pay into monthly rent and related expenses.

(5) Have students use the classified section of the newspaper to locate apartments. In this activity make certain that students:

a. State their criteria for selecting an apartment. The following is a list of questions that students may want to use to evaluate apartments:

1. What price is affordable?
2. What section of town is most convenient?
3. How old is the apartment?
4. What size of an apartment is needed?
5. Is the apartment near shopping facilities?
6. What recreational facilities are available?
7. How many miles is the apartment from work?
8. What features does the apartment have? A dishwasher, refrigerator, air conditioner, etc.

b. Select various alternative apartments.

c. Evaluate the alternative apartments according to their criteria.

d. Explain how they make the decision to rent one apartment over another.

Students should use a decision-making model similar to one you drew on the board to help them understand the decision-making process.

(6) Once this activity is completed, discuss how the model was applied to the problem. The following questions should help focus the discussion.

a. Were any of you able to find the perfect apartment? Explain.

b. What criteria did you employ to help you select an apartment?

c. While thinking about which apartment you wanted, did you find that some of your criteria tended to be more important than others?

d. What trade-offs among your criteria and alternatives did you have to make?

e. Did you find that the decision-making model helped make your decision easier?

Materials - A copy of Sunday's classified section of the newspaper for each student.

Idea File
Social Studies
#35

"THE VALUE OF ADVERTISING"

Overview - This lesson is designed to teach students the value of advertising for consumers. When advertising is analyzed from this perspective, we find that it provides consumers with four types of information: 1) the products available for consumption, 2) the location of products, 3) the features and quality of the products, and 4) the price of the products relative to the same products at other locations. The importance of this information becomes apparent when we consider what would happen if the consumer did not have the advantages of advertising. In all probability, the consumer would spend a tremendous amount of valuable time going from store to store to become familiar with the product and to shop for the best price. The end result, considering the total consumption act (time spent + the price of the product), would be that the consumer would be paying a much higher price for a particular product.

Grade - 10, 11, 12

Course/Subject Matter - Consumer Economics

Objectives - (1) Given a situation that depicts a consumption act, students will identify four advantages of advertising for the consumer.

(2) Students will be able to describe two essential components of the consumption act.

Instructional Plan - (1) Introduce the lesson by asking students, "What advantages do consumers receive from advertising?" Make a list of students' responses on the chalkboard. The list should approximate the following:

Advertising:
- a. saves the consumer money
- b. informs the consumer about the availability of products for consumption
- c. informs the consumer about the features and quality of the products
- d. provides the consumer with information on the location of the products
- e. saves the consumer time

(2) After the list is completed, have the students test several of the above propositions. To do this, select four or five items that are advertised in the advertising supplements of

the Sunday newspaper. Make sure that these items are sufficiently difficult to locate. For example, choose different stores for each item (a sale item at a grocery store and a particular brand of tool at a hardware store).

(3) Once the items are selected, divide the class into two groups of consumers. Both of these groups are to go to retail establishments and locate five items. One group will have the advantage of using the advertising supplement (from which the five items have been selected) and the other group will not be allowed to use the supplement. The group that uses the advertising supplement should be able to save money both in terms of the time spent shopping for the product and in the actual price of the product.

(4) Have students assess the dollar value of an hour of their time and make sure they keep a record of the following:
   a. The amount of time spent locating the products
   b. The number of stores visited to locate each product
   c. The price of each product
   d. The amount of miles traveled to locate each product multiplied by 20 cents

(5) Once the information is gathered, have the two groups post their results in the following chart:

Product	A	B	C	D	E
Dollar value of time spent					
Number of stores visited					
Price of Product					
Mileage times 20 cents					

(6) The chart made by the group that used advertising supplements should indicate that this group spent less time and found the products at lower prices than the group that did not use advertising.

(7) Ask the class, "Judging from the information on the charts, which of the stated advantages of advertising tend to be supported?" Although students' responses will vary, many of the responses should indicate that advertising tends to save the consumer money, both in terms of valuable time and in the actual prices of the products.

(8) From the data contained on the charts, have students formulate a definition of the consumption act. The definition should read: "The act of consumption includes the price of the product and the price of the consumer's time spent in purchasing the product.

Materials - A set of the advertising supplements from the Sunday newspaper.

Idea File
Social Studies
#36

"TYPES OF ADVERTISING"

Overview - In this lesson students will learn that most advertising can be classified into three major categories.

(1) Informative advertising - This provides the consumer with product information. In most cases, the ad is not asking the consumer to believe that one product is better than another, but rather provides the information about the product's price, features, availability and location. Supermarkets, stereo shops, and automotive shops often use this type of advertising.

(2) Competitive advertising - This type of advertising is used mostly with parity products. It is designed to persuade consumers to buy one brand of type of product over another. This type of advertising generally makes effective use of evasive language to imply a meaning or claim that cannot truthfully be stated.

(3) Comparative advertising - This actually names competitor's brands of products and makes comparisons between them and the product being advertised. Frequently, we find auto manufacturers making use of this technique. When properly and honestly done, this type of advertising can benefit consumers, for it saves them the time of doing the comparisons themselves. However, not all advertising of this type contains enough information to make valid comparisons.

Grade - 10, 11, 12

Course/Subject Matter - Consumer Economics

Objectives - (1) Students will verbally describe the differences between informative, competitive and comparative advertising.

(2) Given advertisements from newspapers and magazines, students will classify ads according to each major type of advertising.

Instructional Plan - (1) Give a brief lecture explaining and demonstrating the three major types of advertising. Use an example of each type of advertising to reinforce the information in the lecture.

(2) Divide students into groups and assign one of the three types of advertising to each group. Have each group gather a wide variety of advertisements that exemplifies their assigned type. Each

group should attempt to answer the following questions:

a. What kinds of products or services are being advertised?
b. What information is given about the product or service?
c. What type of claim is being made about the product or service?
d. If a comparison is made between products or services, does the ad provide enough information to make an adequate comparison?

(3) Have the class discuss the above questions. When necessary, select students to substantiate their ideas with examples from specific advertisements. Once the class members understand the major distinctions of each type of advertising, then ask the following questions:

a. What type of advertising seems to be the most useful to the consumer? The least useful?
b. What kinds of information in the advertisements are useful to the consumer? The least useful?

Though the responses to these questions may vary, most students should indicate that informative advertisements and, to some extent, competitive advertisements, are useful to consumers because they often provide the consumer with information about the product's:

a. guarantee

b. price

c. availability

d. location

e. features

Students should indicate also that not all comparative advertisements provide the consumer with enough product information to make adequate comparisons. Make sure that examples are shown of ads that make valid and invalid comparisons.

Finally, students should indicate that competitive advertising seems to provide consumers with little reliable information about products and therefore is not of much value to the consumer. To reinforce this point, have students find an example of an informative and a competitive advertisement about the same product and analyze both.

Materials - (1) Newspaper advertisements for each student

(2) Magazine advertisements for each student

Idea File
Social Studies
#37

"England - A Permissive Parent"

Overview - This lesson can be used as an enrichment activity for students in U.S. History class who are studying the causes of the American Revolution.

Grade - 10 - 11

Course/Subject Matter - U.S. History

Objectives - (1) Students identify the reasons for the conflict situation between a mother and her son.

(2) Students compare these reasons for parent-child conflict with the reasons that conflict arose between England and her American colonies.

(3) Students will write a case report describing the causes of conflict between the parent (England) and their child (American colonies). Also, in this report, students will decide, as the counselor, whether the conflict is too deep and can not be mended, or if the counselor (the student) thinks relations can be mended. Whatever the student counselor decides, the student's recommendations should also be included in the case report.

Materials - Reading entitled, "This 'Permissive' Nonsense"

Instructional Plan - After students study the causes of the American Revolution in their basal texts or from teacher prepared materials, the teacher has their students read This 'Permissive' Nonsense. The teacher instructs students to identify the reasons for conflict between parent and child from the dialogue contained in the reading

After students complete the reading and identify the reasons for parent-child conflict, the teacher should conduct a class discussion that pinpoints these causes of parent-child conflict. Once these reasons for conflict are identified by the class, the teacher should pose the question: "What similarities do you (the class) perceive which are similar between the parent-child conflict and relations between England and her North American colonies prior to 1763?" After this idea is discussed, ask: "What similarities exist between the parent-child crisis and England's attitude toward her American colonies after 1763?"

After the class discussion satisfactorily explores these two questions, ask students to assume the role of a counselor who the parent (England) sought out for help with the child (North American colonies). Students are asked to write a case report containing the following information:

(1) The reasons for conflict between the parent (England) and their child (North American colonies).

(2) A decision whether the conflict is too deep rooted to be rectified, or can the conflict be solved somehow. How or why?

(3) Recommendations to the parent (England) as to how they should proceed with their parent-child relationship.

This "Permissiveness" Nonsense

Faced with adolescent rebellion, many parents wonder if they did the right thing in bringing up their children according to the tenets of so-called permissive psychology. Are their doubts justified? What, precisely, is "permissiveness" - and where do its roots lie?

MOTHER: My husband and I raised our son in a fairly permissive atmosphere, and now we worry what effect this has had on him.

DOCTOR: What do you mean by "permissive?"

MOTHER: Well, our son did many things he wanted to do, although they were things we also wanted him to do. We weren't very strict, yet a great deal of discipline was never really needed. Our son did things we were both comforable with. We really felt on top of the world until he turned sixteen. Then, suddenly, there were fewer and fewer things we could agree on. Now he's eighteen, lives away from home at college and is very independent, although we are paying his tuition.

My point is, allowing him to make decisions always worked extremely well, but suddenly we find that the choices he's making are no longer our choices at all. For example, he's not really sure he wants to stay in college. And this is where the conflicts arise. We were almost lulled into a false sense of security during the years when not being strict worked beautifully. But now, not having been strict seems to have resulted in my son not doing what we want him to do.

DOCTOR: You have a problem, and I wish I could help you with it. But you give me such vague materials. When you say "permissive," and "not terribly strict," I don't know what that means. What do you do?

MOTHER: For example, schoolwork. We never made a particular issue out of making him do his homework. I can never remember really discussing whether or not he should do a given project.

DOCTOR: But that's not permissive! The child did as he felt like doing. I'd like to know what you would have done if he had come home with F's! What would you have done had he failed in school, or become a truant?

MOTHER: I wouldn't have liked it. We'd have been terribly upset.

DOCTOR: But you called yourself permissive. That's not the reaction of a permissive parent.

MOTHER: So I'm not permissive?

DOCTOR: No, you're not. Because the yardstick would have been, what if he had come home with F's.

MOTHER: Yes, I'd have reacted very differently. But we don't know how to change the role we were comfortable with through the years. Now we have a son who does what's comfortable for him, but it's no longer what we want.

DOCTOR: Well, if you raised him to always do what's comforable for him, then now, unfortunately, it's too late to change. All you can do is like it or lump it. The seeds you planted have no grown into something very different from what you expected.

ANOTHER MOTHER: Doesn't a mother have an obligation as a parent, as an adult, to want her children to do certain things?

DOCTOR: That's right. But this mother wanted her child to do as he liked. Well, for a time he liked to do well in school, and now he doesn't, which is par for the course.

MOTHER: But when your children are young, what they want to do, what you want them to do, and what society requires are all the same. So the question of society never arises.

DOCTOR: Oh, yes, it arises in your own mind, and that's my point. The issue arose in your mind, and you said, "I want my children to do what they want to do; never mind society." Another mother will say, "You have got to do what society requires." She says it to the child and to herself. I don't mean that if there's a homework assignment and you think it's really unimportant that you have to compel your child to do it -- or else. This is not what I mean. But a mother's attitude could be, "That's what society requires, and if you want the reward of society, namely to get a passing grade, then you have got to do it." Which to me seems reasonable. But the enlightened attitude today seems to be, "Do whatever you like." Still, we want them to do all the homework -- and do it well.

OTHER MOTHER: But what if you say to him, "Do the homeowrk and get a passing grade, but if you don't want to do it, then I'm willing to take the consequences of the F."

DOCTOR: If that's how you really feel, if you're willing to accept the consequences, all right. But I bet none of you would be willing to accept them. And that's where you're confusing your children. You pretend that you're willing to accept the consequences, but you're not! That's why so many kids are such messes.

MOTHER: But, if you tell the child....

DOCTOR: The issue is not what we tell the child. The issue is what we think all our lives. And all my life I have thought that you have to give a great deal to society that's not exactly your cup of tea, so that society can protect you and offer you a chance to do the things that are rewarding to you.

MOTHER: What if the child says, "I'll take my F's," and you say, "Well I want you to do better than that." Then you have a conflict.

DOCTOR: No, you already had a problem before that happened. Because you've implanted in your child the idea that he can do what he wants. This is utter nonsense, because every child would want to sleep in the morning and not go to school. This freedom, as we call it, is all pretense. We send children to school and tell them they can do what they want, but we don't ask them if they want to go to school in the first place. It seems to me this would be the first question of freedom.

MOTHER: You're saying that the natural response of a person is to be pleasure-loving, lazy.

DOCTOR: That's right.

MOTHER: And that's your basic assumption? That it's natural to be a slob?

DOCTOR: Well, to do only what we like and nothing else doesn't necessarily make us slobs. Animals aren't slobs. They chase and hunt when they're hungry; and when they're full they sleep. When they wake up and feel hungry again, they go hunting again and then they sleep again.

I'm just trying to suggest that while man is not just an animal, his animal inheritance is very strong if not reformed by his parents and society. Sure, there's also curiosity, a desire to exercise, to show off and what not, but most of all there is his relationship to his parents. The child learns to talk because you talk. If you don't talk, the child doesn't learn to talk, either. It's even questionable if the child would learn to walk erect without your image to copy. These are examples of how most of our higher functions are formed -- in response to the "input of the environment," as they call it. If your input is "Do exactly as you please," that's the way your child will be formed.

What I'm trying to suggest is a very simple thing. You should talk and act as you really feel -- and mean it. The difficulties arise when parents say what deep down they really don't mean. This mother fooled herself that she really wanted her son to do only as he liked. Actually, all she wanted was to have him do things the way she wanted him to -- just as parents have since time immemorial. You can't be a parent without wanting your child to grow up as you think is best for him, and what children want is certainly not always best for them.-- whether it's wanting to put their finger in an electric outlet or wanting only to play and never do homework. And because for a while this lady's son did things her way, she fooled herself that all she wanted was for him to do as he liked, now the boy is grown up and she doesn't like the consequences. And the children run into serious conflicts because nobody can live the way he wants to without respect for others.

OTHER MOTHER: Are these conflicts something that happen more often with adolescents today?

DOCTOR: They develop more often in a society where the adolescent has the free time, and the parental money, to be able to spend his free time on questions like this, instead of on earning a living.

You all act as if adolescence were an inevitable stage of development. It's not. Once upon a time, girls married at 14. At 15 they had children, and at 16 or 17 their husbands had to go out and earn a living. Where was the time for an adolescent revolt then?

OTHER MOTHER: But a time does come, doesn't it, when a child who's been doing everything his parents want him to, suddenly decides to do things the way he wants to? Shouldn't his parents be willing to let him go his own way and like it?

DOCTOR: No, not as long as he's a child. And even when a child becomes an adult and is completely on his own, the honest parent will say to his children: "For as long as I live, you're my child, and you and I will have deep feelings about that. So you'll never be entirely on your own, at least not emotionally. We're in this thing of life together, though how we're together changes as you grow up." To say that and mean it -- and having meant it all along -- is very different from saying: "I'm permissive, and you can live any way you like, even as a child." If you cheat your child into thinking he was independent about his homework,he later cheats himself into thinking that going no where -- because he chose that way independently -- is a valid direction and proves he's grown up and independent. Actually, neither is true.

The above article was taken from Ladies Home Journal, September, 1969, issue.

Idea File
Social Studies
#38

"Constitutional Or Unconstitutional: An Application Exercise"

Overview - Students have the opportunity to apply their knowledge of constitutional powers and safeguards by determining whether a specific action taken by individuals or governments are allowed by the Constitution.

Grade - 9 - 12

Course/Subject Matter - Civics, U.S. History, American Government

Objectives - (1) Students will use their knowledge of the U.S. Constitution to decide whether actions taken by individuals or governments are constitutional.

(2) Students will identify specific articles and sections proving the action constitutional or unconstitutional.

(3) Students will cite specific provisions while defending their decision.

Materials - Basal text and application exercises

Instructional Plan - Students receive the Constitutional Application Exercises. They are to read the directions and complete each application situation using a copy of the United States Constitution as the basis for their decision and evidence.

Application Exercise

The following short case studies will describe actions taken by individuals against other individuals, states against states, the central government against states or individuals, or other combinations of the three parties. You are to decide first which actions are constitutional, or is the action legal according to the Constitution. Second, you are to describe in your own words the provision in the Constitution which either sanctions (allows) the action or makes the action unconstitutional (illegal according to the Constitution).

	Constitutional or Unconstitutional	
1. The United States Congress, on the recommendations of the President, passes a bill calling for the U.S. mint to print new twenty dollar bills to replace used bills in circulation.		
2. Members of the U.S. Senate bring charges of impeachment against the President of the United States.		
3. The U.S. Senate is informed by the House of Representatives they, the Senate, are to act in judgment during the impeachment trial of the President of the United States.		
4. John Doe was elected to the U.S. House of Representatives from Arizona. Between the time of the election and the opening session of Congress in January, evidence of fraud in the election is brought to light. The House of Representatives refuses to seat the member from Arizona.		

5. The United States Senator from Iowa calls the United States Senator from Missouri a dirty name on the Senate floor during a debate. The Senator from Missouri sues the Iowa Senator for this action.		
6. The United States Senator begins a bill calling for increased money appropriations for military spending.		
7. A consumer protection bill passed by both houses of Congress is sent to the President. The President holds the bill indefintely without acting upon it in the hopes advocates of the bill will lose support.		
8. Pepsi Cola is in great demand in European countries. The Congress passes a law taxing all cases of the beverage leaving the country.		
9. Citrus fruit growers object to their United States Representatives and Senators about the wheel tax placed by the state of California on oranges and grapefruit trucked from southern California to northern California. A bill is introduced in Washington to prohibit the state of California from continuing this tax.		

10. During the long 4th of July weekend, while most legislators are out of Washington, the President receives word from the Defense Department that enemy ICBMs (intercontinental ballistic missiles) are on their way to targets in the U.S. The President instructs the Pentagon to retaliate with our own missiles. He then announces over national civil defense radio, citizens are to take shelter in the nearest civil defense shelter and that war has been declared against the enemy country.		
11. Economic advisors to the President conclude to him and members of Congress the flood of credit cards in the country is the single most significant factor causing a continual inflationary spiral. A law is passed outlawing all credit cards.		
12. The Florida state legislature passes a law prohibiting anyone from shooting alligators. Joe Smith, a prosperous shipper of alligator skin is arrested for all the reptiles he has shot the past ten years.		
13. During a presidential election neither of the three candidates running for the office receive the necessary number of electoral votes. The House of Representatives immediately chooses the President by a two-thirds majority.		

14. The President of the United States negotiates a treaty with the Prime Minister of Great Britain to trade thirty destroyers for British naval bases in the South Atlantic. The Senate approves the exchange.		
15. The President of the United States asks for the resignation of the Chief Justice of the Supreme Court because the President feels the Chief Justice has been instrumental having the Supreme Court declare much of the new social legislation unconstitutional.		
16. The President of the United States dies. Congress appoints the Speaker of the House President until the end of the four year term.		
17. The Supreme Court, in a majority opinion, declares a Congressional Act unconstitutional. The President proclaims the Court's decision invalid and the law goes into effect.		
18. Susie Smith, found guilty by the Illinois State Supreme Court for attempting to violently over-throw the government, appeals the decision to the United States Supreme Court.		

Idea File
Social Studies
39

"Ruel Daggs vs. Elihu Frazier: A Mock Trial From Iowa's History"

Overview - Students participate in a mock trial that is based on an actual trial held during the June term, 1850, before the Federal District Court in Burlington, Iowa.

Grade - 10 - 12

Course/Subject Matter - U.S. History, State and Local Government, Iowa History, Slavery, Underground Railroad

Objectives - (1) Students will be able to identify the participants in a court trial and explain their contributions.

(2) Students will observe our jury system of law on a first hand basis.

(3) Students will participate in a mock trial and refine their study and observation skills.

Materials - Trial materials

Instructional Plan - See Trial material

TO THE TEACHER

SECTION I - TRIAL PARTICIPANTS

1. Honorable John James Dyer, Judge
2. David Rorer, Attorney for the Prosecution
3. (not named) " " " "
4. Jonathan C. Hall, Attorney for the Defense
5. (not named) " " " " "
6. Bailiff

Prosecution Witnesses

7. George Daggs
8. Albert Button
9. Jonathan Pickering
10. Samuel Slaughter
11. Horace B. Hunting

Defendants

12. Elihu Frazier
13. Jonathan Frazier
14. Thomas Clarkson Frazier
15. John Comer
16. Paul Way
17. John Pickering
18. William Johnson

Defense Witnesses

19. Mr. Henderson
20. J. B. Rose
21. Mr. Dorland
22. Francis Frazier
23. Lewis Taylor
24. F. A. McElroy

Jury Panel, five or more students; selected from the remaining class members

Newspaper Reporters, those students dismissed from jury duty - Some reporters could be pro-slavery newspapers and others could be from anti-slavery newspapers.

For a small class, only the most important person in the trial need to be assigned to students. For example, if only eighteen students are available, trial participants number 1, 2, 4, 7, 8, 9, 10, 11, 19, 20, 21, 22, 23, 24, and four jury members could be assigned to students. If fewer students are available, some students could play more than one role.

In a large class, all the persons with active roles in the trial may be assigned to students. For example, if the class has thirty students, trial participants numbered 1-5, 7-15, 19-24, seven jury members, and three reporters could be assigned. If more students are available, more attorneys, more jury members, more reporters, and trial participants numbered 6, 16, 17, and 18 may be assigned.

SECTION II - PROCEDURES:

1. Before the trail all students will read and examine the Introduction and the Incident information.

2. Students are given either a special role card or a jury panel role card. Members of the jury panel who are not selected for the jury will be newspaper reports covering the trail. Students receive a copy of their own role sheet. The judge and attorneys will receive a copy of everyone's role sheet.

3. The information found on the witnesses' and defendants' role sheets are to be considered written deposition (sworn statements made by the people themselves). Witnesses and defendants can testify to only the statements made in their role sheets. They may expand on these statements as they see fit. This will require a careful reading of the role sheets by the judge and attorneys. Student witnesses and defendants should use their imagination when expanding on the information contained in their role sheets and while answering the attorney's questions. These students complete a written assignment regarding their role sheets.

4. All attorneys will receive copies of all role sheets. The prosecuting attorneys will receive a piece of evidence to be introduced at the trial. The defense attorneys must be given copies of this evidence prior to the trial.

5. Proceed as follows:

    1. The Bailiff reads the charges - See Information Sheet for Judge & Bailiff.
    2. Select jurors. The Bailiff places the names of all potential jurors in a hat. Their names will be called off and each side (prosecution and defense) will be allowed to question each potential juror. Each side will be allowed to dismiss an equal number of prospective jurors. You will make that decision.
    3. The opposing attorneys make their opening statements.
    4. The proseuction presents its case producing each of its witnesses and the evidence.
    5. The defense attorneys may cross examine all witnesses and object to the evidence that is submitted.
    6. The defense presents its case producing its witnesses and the defendants if their attorneys so desire.
    7. The prosecuting attorneys may cross examine the defense witnesses and the defendants.
    8. Any attorneys may recall any witness.
    9. The prosecution gives its final argument.
    10. The defense gives its final argument.
    11. The judge will instruct the jury - See Information Sheet for Judge and Attorneys.

12. The jury deliberates in private, elects a foreman, discusses the case, casts ballots and tries to arrive at a verdict. If time is short, a 3/4 majority can be used to reach a verdict.
13. While the jury deliberates to reach a verdict, the newspaper reporters give their summaries and viewpoints of the trial.
14. The jury delivers its verdict.
15. The judge passes sentence if necessary.
16. The jury, acting as a panel, discusses their decision and the reasons for it with the class.

*Note: Some courtroom procedures have been changed to fit classroom needs.

SECTION III - TEACHERS INFORMATION

Listed below are several suggestions you may consider before your students begin the mock trial.

1. Make sure the judge and the attorneys for each side are capable students.

2. Give or have students make name tags if they have a name other than their own.

3. You may assume the role of bailiff. While this is not necessary, it does give you more classroom control. When a student is absent, you should be prepared to assume this student's role.

4. You will have to be the judge as to what was said by a witness, attorney, or the judge. There is no court reporter.

5. Jury selection is extremely important. Students learn a practical lesson from this procedure. Do not pass over this aspect of the trial quickly.

6. Class size is important. The number of students left after the main roles are selected will become the jury panel. The size of this panel will determine how large a jury you want and how many challenges each attorney will be allowed. Reduce the size of the jury if need be. Smaller classes can eliminate a few roles and have small juries.

7. ADEQUATE PREPARATION TIME IS ESSENTIAL. Students should be given their roles well in advance. Each student, except the jury panel, should be required to turn in a written assignment on their role prior to the start of the trial. The attorneys should explain their strategy and their use of witnesses. The teacher or teachers directing the trial can present a short demonstration of how to: 1) select jurors, 2) examine and cross-examine a witness, and 3) make a statement to the jury. Also, potential jurors will need time in the library to complete their role playing requirements.

8. Possible time sequence:

    a. Students read Introduction and The Incident material, and you may want to conduct a brief class discussion - one hour

    b. Handout role sheets and allow attorneys to meet with their witnesses while jury panel goes to the library. Judge and Bailiff consult their handling of the trial - 2 to 3 hours.

    c. Jury Selection - one to one and one-half hours

    d. Prosecution's Case - one to one and one-half hours.

    e. Defense's Case - one to one and one-half hours.

    f. Closing Statements and jury deciding on a verdict - one hour.

    g. De-Briefing - one-half to one hour.

9. The judge must make sure the trial proceeds at a good pace. You can instruct the judge to limit the number of questions the attorneys ask each prospective juror and each witness.

10. Create a semi-formal courtroom atmosphere to promote a serious climate. The room is arranged as a courtroom, the judge may wear a gown and use a gavel. The case begins and ends in a formal manner each day by the judge entering and leaving the classroom and a map of the incident should be on the chalkboard. (You should make this map before the trial begins.

11. If possible, the entire class should visit a court and watch a trial in progress before beginning the mock trial.

THE SITUATION

The new Iowa Constitution of 1857 gave the Blacks certain legal rights and a measure of personal security. Their testimony in a court of law was to be thought of as equal to that of a white person. They had the rights to due process and a jury trial. As was expected, some Iowans favored these new attitudes for the Blacks while others opposed them.

In the center of this controversy were the Quakers. They had settled Iowa's southern counties during the 1830's and 1840's. Through the Underground Railroad, the Quakers helped many runaway Missouri slaves escape from their masters.

The Quaker settlement of Salem proved an important stop on the Underground Railroad. Runaways could expect help from the people with the plain gray clothes and wide-brimmed hats.

On June 2, 1848, nine slaves escaped from Ruel Daggs, a slave owner in Clark County, Missouri. (Clark County borders the Iowa counties of Van Buren and Lee in the southeast corner of the state.) The nine slaves left their Missouri master on or about June 2, 1848, and headed for Salem. Slave catchers followed them. They caught up with the runaways at Salem. Instead of giving up the slaves, the Quakers insisted that the Blacks be brought before the local justice of the peace. Here the Missourians would have to prove that the Blacks were slaves. Also, the slave catchers needed to prove that they worked for Mr. Daggs. Since they were outnumbered, the slave catchers agreed. By the time the group reached the town of Salem, a large crowd had gathered. It became necessary to move the trial to the Meeting Hall. After hearing testimony from the slave catchers, the justice of the peace ruled they had not proven, to his satisfaction, that Ruel Daggs was the true owner or that the slave catchers had any authority from Mr. Daggs to take the Blacks back to Missouri. Thus, the justice ruled he had no reason to hold the Blacks any longer. Immediately, two of the Blacks disappeared, helped by a couple of local citizens.

The justice's decision did not end the matter. A few days later, a group of Missourians, estimated at "from 72 to 300" strong, surrounded Salem threatening destruction as they searched for the runaways. The thorough search turned up four of the nine slaves who were returned to Missouri. But, the other five Blacks including the man and boy who escaped after the hearing, all disappeared.

In September, 1848, Ruel Daggs brought a suit for compensation against a number of Salem Quakers. Using the Fugitive Slave Law of 1793 as the basis for his suit, Mr. Daggs sought to have the Quakers pay him money equalling the total value of the nine runaways.

The trail was held during the June term, 1850, before the Federal District Court at Burlington, Iowa.

George Daggs

You will appear as a witness for the prosecution. You are Ruel Dagg's son. You will testify that your father has lived twelve or fourteen years in Clark County, Missouri, and still is a slave owner. About June 2, 1848, nine slaves escaped. Sam, age 40-45 years; Walker, 22 or 23; a yellow man; Dorcas, Sam's wife; Mary, Walker's wife; Julia, 18; Martha, under 10; William, a small boy; and two younger children whose names you cannot remember.

Your father estimates the value of the men to be $900 to $1000 each; the three women $600 to $700; Martha from $250 to $300, William about $200. You do not know the value of the two children. These are prices paid at a private sale rather than public auction.

Your father places a value of $100 per year on the men for their work services; the women $45 or $50.

You know that Julia, Dorcas, and the two children were returned to your father after a week's absence. You cannot remember exactly what dates they were gone.

You did not see your father pay the slave catchers any money for recapturing the four slaves; nor, do you have an personal knowledge that money was paid for that reason.

You were at your home in the next county at the time of the escape.

You also testify, if asked, that your father, Ruel Daggs, sent for you and told you the slaves had run away. The slaves were still missing when you got to your father's home, and you went looking for them right away.

You state that your father was the owner of the slaves, and that you were not at your father's when the four runaways were returned.

Albert Button

You will appear as a witness for the prosecution. You are an attorney and attended the hearing in front of Justice of the Peace Nelson Gibbs. You live in Salem, Iowa.

You can testify to the fact that in June, 1848, a black man and boy were in Salem. There was a large crowd at the stone house where the justice of the peace's office was located. Later, because of the crowds growing size, the hearing was moved to the Friends' Meeting House. There you observed the Blacks, but you did not see Elihu Frazier or John Pickering. Mr. McClure, one of the men from Missouri, was at the hearing. Along with Samuel Slaughter and others, McClure wanted to take the nine Blacks back to Missouri after they caught up with them near Salem. Also, you had heard there was someone from Missouri at the hearing who was looking for runaways. You did not see Mr. McClure when the hearing moved to the Meeting House. You saw him only at the justice's office in the stone house.

You went to the Meeting House with Mr. Street, another attorney, and saw some men talking about the Blacks and some women praying for them. No one seemed to be upset about moving the hearing to the Meeting House.

Justice of the Peace Gibbs presided at the hearing. You heard him ask the claimants, the Missourians, to prove the existence of slavery in Missouri, and that the Blacks were indeed slaves. You heard the Missourians say they did not have any evidence to show, but heard the court say they could have time to get the necessary evidence.

You also state you heard the Missourians say they were not legal agents commissioned to catch runaways.

At the hearing before Justice Gibbs, you state the crowd favored the Blacks not being held in any event.

You also saw one of the black men leave the Meeting House. Mr. Brown, one of the Missourians, pulled a pistol which resulted in Brown being threatened with arrest.

You talked with your lawyer friend, Mr. Street, after the hearing and heard how the Blacks got away from Salem. You do not know how the Blacks got to Salem, whose horses were used, or who the wagon belonged to. Also, you are unable to judge whether the crowd would have helped the Blacks escape.

The one black man was rather large.

If you are asked by the defense lawyer, you state the Missourians said they had no legal right to take the Blacks back to Missouri, especially since they were facing an unsympathetic crowd. Your friend, Street, acted as lawyer for the Blacks.

The hearing lasted about thirty minutes, and you did not know at the time whether a warrant was issued to keep the Blacks in Salem.

Jonathon Pickering

You will testify for the prosecution. You live about a mile and a half from Salem, and you never saw the Blacks. However, you talked with your brother, John Pickering, who told you whose wagon went to the Des Moines River after the Blacks. Also, your brother told you there were men from Missouri around looking for the Blacks. John then told you Eli Jessup hired his horses to take a Methodist minister to Des Moines for an appointment. They left in a carriage but returned in a wagon. This all happened on Sunday and John told you about it on Monday.

John did not say anything to you about the Blacks coming to Salem in the wagon nor was John sure whose horses were finally used for the trip.

When you talked to John Comer, another local Salemite, he said the Blacks didn't come in the wagon. He also mentioned the men from Missouri being around, but Comer said the Blacks were not in the country and he did not help with their escape.

Jesse Cook told you that he had nothing to do with the matter.

Your brother, John, thought the hiring of his horses by Eli Jessup had nothing to do with the runaways.

You accused your brother of helping with the runaways, but he denied it.

Samuel Slaughter

You will testify for the prosecution. You were one of the Missourians trying to catch and return the group of runaways to Missouri.

You saw Ruel Daggs' son, William, on Saturday; and he asked you to help him and Mr. McClure find some slaves he was looking for. They had traced the runaways to the Des Moines River near Farmington, Missouri. You joined them and spent the night at a Mr. Way's place and set out for Salem the next morning, Sunday.

Before going too far, your group noticed fresh wagon tracks which you followed for several miles. This is when you saw the wagon. It was traveling fast and had a top on it. About one-half mile from Salem, the wagon stopped next to some bushes. As you rode up to it, three young men were in the wagon, and you rode into Salem with them. You think the driver's name was Anderson or Andrews. McClure, one of your Missouri group, joined you about an hour later. You spent Sunday night in Salem.

The next morning you and McClure rode back to the bushes where the wagon had stopped the day before. A little ways away you found a black man, a yellow man, three women, and four children. The yellow man refused to go along with you at first, but finally he was put on a horse.

You then told McClure to stay with the Blacks and the yellow man while you went into Salem to get the remaining two members of your party, a Mr. Brown and Mr. Cook.

When the three of you returned, you found some other men there. Elihu Frazier, Clarkson Frazier, and another man who they told you was a William Johnson, and others. These men did not want you to take the Blacks with you. Other men joined the crowd of local people. One of the Fraziers said you had to prove these people were slaves, and one man pulled the Black away from you. Another man said he would wade in Missouri blood before they would let you take the Blacks and yellow man. You considered the group's appearance hostile.

You went into Salem with the local people because your group was not large enought to resist. You stopped at the stone house where an old lady prayed for the black man and you. Also, Clarkson Frazier said he would not allow you to take the Blacks back to Missouri. The crowd supported Frazier. Nothing was said at this time about your being legal agents for Missouri. You understood from the crowd that you could not take the Blacks unless you went before the local magistrate.

One of the Fraziers walked with you to the Meeting House. The crowd, along with the Black man, went along. Justice Gibbs asked you for a certificate from the Clerk of Court in Missouri proving the Blacks were slaves. Justice Gibbs would not accept a description of the slaves given to you by William Daggs and Mr. McClure. You also saw the wagon sitting in front of a brick house.

If you are asked, you supply the following additional information. You live two and one-half miles from Farmington, Iowa. While on your way to Charleston, Iowa, you met William Daggs. A man in the crowd told the mulatto, the black man, to knock you down if you touched the black man again. At the stone house a woman brought food for the Blacks. You did not hear McClure say they could not eat. You heard that the man who told the black man to knock you down was named Johnson.

You offered to prove, by McClure's word, that Daggs owned the slaves.

At the hearing, you never said you did not have any authority to take the runaways. Albert Button, you heard, asked that the Blacks be discharged, and they were taken out of the Meeting Hall.

You told Button you would go home. You also heard that McClure had been run out of town. Clarkson Frazier advised you to leave town. He also told you they would not harm you as long as you did not try to take the Blacks with you.

You gave up the matter because you were tired of the whole thing. As you left town, you noticed some men in the woods apparently looking for something. Finally, you did not follow the black man when he left the Meeting Hall.

Horace B. Hunting

You will be a witness for the prosecution. You testify that you were in Salem on a Monday in June, 1848. Near the stone house, you saw a black man and a child. You also saw the crowd gathered and heard the Blacks were to be tried before Justice Gibbs.

You saw Elihu Frazier there, but you did not see him assisting either group. After the trial you saw John Pickering talking to the black man at the west end of the Meeting House. You could not hear what was said, but you saw the black man mount a horse, Mr. Gilcherson hand him the child, and the two start off. You did not see John Pickering then, nor did the black man say anything. Paul Way was riding in front of the black man, but you cannot say whether Way was guiding the black man, nor where they went; except they went north at a canter.

You state you know nothing about how the Blacks got to Salem, who brought them, or whose team of horses were used.

In the Meeting House there was a lot of talking, especially from Elihu and Clark Frazier. You thought the Fraziers were with the crowd that was outside.

You also understood the crowd wanted a trial before a justice for the Blacks before the Missourians could have them.

You don't think the black man was ordered to leave by the crowd, and you did not see the yellow man.

You have lived two miles from Salem for seven years. In that time you haven't known of any society that helps slaves from Missouri, but you have heard there was a group like this. You know the Meeting House is called the Abolition or Anti-Slavery Meeting House, but it is used for public worship. You have seen some of the defendants there but never heard them talk about the affair in Salem.

You will give the following information if you are asked: You went down to the Meeting Hall because you understood there were slaves there that someone wanted to take back to Missouri. You also heard the crowd was against it. You saw a black man eating some bread, but you saw no one speak to him. You heard no one opposed to going before the justice of the peace. You did not know anyone wanting to take the slaves away without a trial.

The first information you got in town was that the Missourians had to show proof the Blacks were slaves.

At the Meeting House you saw John Pickering, along with several others, speak to the black man. You saw Paul Way about twenty-five yards from the crow. It did not seem unusual for Way to take the northeast road because that was the direction to his home. There were two to three steps between Way's horse and the black man's horse. You do not know where they went, and none of the defendants said they knew. Also, you heard no threats made bur understood some threats were made by the defendant. Finally, you saw no violence or pistols drawn, but you saw a pistol in the coat pocket of Mr. Brown, one of the Missourians.

Mr. Henderson

You will be a witness for the defense. You testify you were in Salem at the time of the incident and saw a crowd at Justice Gibbs' office. You followed the crowd when it moved to the meeting house. There you saw Mr. Albert Button serving as attorney for the Blacks. Mr. Slaughter stated, as you heard, that he was an agent and offered to prove the Blacks were slaves by using Mr. McClure's statement.

You heard Justice Gibbs say he had no jurisdiction in the case and then the black man left the Meeting House.

You state you saw no violence and you even went with Mr. Slaughter to his stopping place. Slaughter told you that if he had had written authority, he would have won the case; but since he had none, he was fairly beaten and would go home.

You heard Slaughter say this in the Meeting House, too.

J. B. Rose

You will be a witness for the defense. You will testify that you are a resident of Salem and you were there at the time of the hearing before Justice Gibbs. On the day in question, you saw the crowd coming from the stone house as you were going to dinner. When you asked about the crowd, someone said there was to be a trial about some slaves.

You went into Justice Gibbs' office and afterwards to the Meeting House. You saw the black man and child there. You heard Albert Button ask if anyone was a legal agent of Mr. Ruel Daggs, and then some tald about that. Justice Gibbs was asked by the Blacks' attorney that they be allowed to leave and declared free. You heard Justice Gibbs say he had no jurisdiction and the Blacks were as himself, for he knew.

You then watched the crowd run out of the Meeting House, and you passed the black man sitting on a bence, when you went outside. You saw no violence nor heard any threats.

If you are asked, you will also testify that you saw the black man leave the Meeting House and go over to a horse. You watched Mr. Gilcherson unhitch the horse, put the reins over its head, and lift the child up to the black man. You were not close enough to hear anything.

Mr. Darland

You are a witness for the defense. You are the school teacher in Salem. The crowd passed the school on the way to the stone house. You estimate the crowd numbered between fifty and one hundred people, and there was a lot of confusion. You heard and observed a great deal of sympathy for the Blacks mostly from the women in the crowd.

You climbed up on a pile of boards and spoke to the crowd. You proposed that everyone involved with the situation go before a justice, and if the Blacks were proven to be slaves, the Missourians should be allowed to take them back to Missouri. You felt the crowd favored this idea.

You went with the crowd to Justice Gibbs' office and then on to the Meeting House. Mr. Button and Mr. Street were there, and they asked Mr. Slaughter and McClure to show they were legal agents of Ruel Daggs. The claimants said they could not show such evidence. You heard Justice Gibbs then go on to say that the Blacks were free so far as he knew.

You never heard the claimants, Slaughter and McClure, object to a trial. You did hear Moses Brackett say the Blacks should not be taken without a trial. You saw no violence and heard no threats. You did not see the agents, Slaughter or McClure, after the trial with Justice Gibbs.

You will testify, if asked, that some other evidence, other than their word, was required of the claimants. You heard one of the agents say, that with that condition, no one there was an agent.

You also saw the black man leave the Meeting House. You saw one of the Fraziers at the stone house. You saw John Pickering at the Meeting House. No one instructed you about what you should give as testimony.

Also, most of the conversation in the Meeting Hall was between Justice Gibbs, Street, and Button, and the agents. One of the agents suggested the Blacks be held until they, the agents, got the necessary proof. You do not know which one said this. You also heard one of the agents say he had come for a fair trial, and they should have it.

Slaughter was asked to show proof other than their own word that they were legal agents. The book Mr. Button held looked, to you, like the Iowa laws. It was bound in leather, and Mr. Button read from it.

Francis Frazier

You will be a witness for the defense. You are related to two of the defendants, Thomas Clarkson Frazier and Elihu Frazier. You live south of Salem and saw the Blacks standing on the road at the southwest corner of the graveyard, one-fourth mile from Salem. You saw Slaughter and two other men come from Salem a few minutes after you arrived.

You saw no violence, and everyone there seemed to agree to go to the justice of the peace's office. You saw the crowd stop at the stone house because the black man wanted some water. A woman gave him a piece of bread. The black man held onto the child.

You also heard Mr. Darland's proposition as the crowd passed the school. Everyone seemed to agree the Blacks should be taken before a justice to determine whether they were slaves and if the agents had a legal right to take them away.

At the Meeting House, you heard Justice Gibbs ask for some proof that the agents had the authority to act for Ruel Daggs. You heard none given. Slaughter said they were not legally authorized agents. Mr. McClure said nothing.

You saw Mr. Button hold a book you thought looked like a law book. He and Mr. Street defended the black man. You also saw the black man leave the Meeting House and get on a horse about 150 yards away.

You heard Justice Gibbs say he had no jurisdiction in this case. You thought the people behaved in an orderly manner, but some of the women talked a great deal.

You will also testify, if asked, that you were unable to tell exactly what kind of book Mr. Button held up. You also remember proof was required if the agents were to take the Blacks away, but you cannot recollect what kind of proof was asked for. You also heard something said about there being slavery in Missouri.

You saw the black man and the child ride off on a horse. Paul Way was riding in the same direction in front of the black man. They were all out of sight in one or two minutes. You have not talked to any lawyers since being here.

LEWIS TAYLOR

You will be a witness for the defense. You are a resident of Salem. You first saw the Blacks one-fourth mile from Salem. Mr. Slaughter, Brown, and Henry Johnson were with them. Several other men joined the group. You understood that all the men had agreed to go to Salem. You saw no violence, but some persuasion was used to try to get the black people to go back to Missouri.

You attended the trial in the Meeting House and saw Button, Street, Slaughter and the black man there. You did not hear any of the evidence given in the room. You did not see the black man leave the Meeting Hall.

You will also testify, if asked, that William Johnson, one of the defendants, was in the group outside of Salem.

JONATHON FRAZIER

You are one of the defendants along with your relatives Elihu and Thomas Clarkson Frazier, John Comer, Paul Way, John Pickering, and William Johnson.

You will testify that you were driving the wagon that Slaughter overtook that morning. Two men, a Mr. Hamilton, and another man were with you. There were no black people in the wagon.

You will also testify, if asked, that this happened on Sunday morning. No black people had been in the wagon. Mr. Slaughter did not ask about slaves but about two gray horses he was after.

The horses you were driving belonged to John Pickering and the wagon belonged to one of the Fraziers. You were on your way back to Salem from Farmington, Iowa. The two men had ridden with you both ways. You don't know where the two men liver or what their business was. The first time you saw them was when you were getting ready to leave for Farmington. You think it was at your house. You'don't know what they came to your house for, but you saw them around Salem for some days prior to the Farmington trip. You don't know where they stayed, but it was not at the hotel.

David Rorer -- Prosecuting Attorney

You will represent Mr. Ruel Daggs, Clark County, Missouri. You will receive a copy of everyone's role sheet. These role sheets are based upon the actual testimony the witnesses gave at the trial of Ruel Daggs vs. Elihu Frazier, et. al. (and others) during June, 1850, in Burlington, Iowa. None of the defendants or witnesses will be able to depart from the facts on their role sheets. If they do, they will be charged with perjury (lying to the Court while under oath). You must read each role sheet carefully as each one contains pieces of evidence you will need to construct your case. The two defense attorneys must be given a copy of your witnesses' role sheets. You will also receive a copy of the Supplement for Judge and Attorneys. Know this information, too, before you start the trial.

You are trying to convince the jury, using the evidence you have and the witnesses, that all the defendants were guilty of preventing your client's agents from returning nine runaway slaves to your client.

You should use George Daggs' testimony to establish his father, Ruel Daggs, was a slave owner in Missouri, and that he was missing nine slaves, the same number that was found near Salem. Continue building your case by using Samuel Slaughter's testimony to show he was a representative of Ruel Daggs through the son William asking Slaughter to join him and Mr. McClure in tracking down some runaway slaves belonging to his father. Samuel Slaughter's testimony should also be used to construct, for the jury, the incident outside of town. Bring out that Slaughter and McClure found nine people fitting the description of the runaway slaves; also that a group of townspeople, Elihu and Thomas Clarkson Frazier along with William Johnson, were among them; that because the group of townspeople was larger than yours, you agreed under this pressure to take the group of Blacks and the yellow man to Salem for a trial before a justice of the peace; and that the crowd of townspeople were hostile toward your clients' agents all the way into town. You should then use Albert Button's and Jonathon Pickering's testimonies to establish the anti-slavery feeling that existed in Salem among the Quakers and even in the Meeting Hall during the trial. Note closely that the role cards describe what the attorneys Button and Street said along with Justice Gibbs, but very little was remembered about what the agents for Ruel Daggs said. Continue building your case that the defendants and others conspired to help or hide the black people by using Horace B. Hunting's testimony. Bring out the activities of Paul Way, John Pickering, and Mr. Gilcherson outside the Meeting Hall after the trial. Hunting' testimony should also bring out the fact that an anti-slavery society was thought to exist in Salem.

Finally, you want to show the jury from the testimony from your cross examination of defense wittnesses that:

1. the slaves escaped from Missouri without Ruel Daggs' consent, came to Iowa, and were found in Henry County; and the defendants broke the laws as stated in the Fugitive Slave Law of 1793,
2. The defendants hid the slaves and later helped them to escape,
3. Slaughter and McClure were Ruel Daggs' agents, and the defendants prevented them from returning the slaves to Missouri.

Assistant to David Rorer

You will be Mr. Rorer's assistant during the trial. While Mr. Rorer did not have an assistant during the real trial in 1850, this role has been added to help the student playing David Rorer to prepare the case for the presecution. You can question and cross-examine witnesses, object to your opponent's questions and make statements to the judge and jury.

Jonathon C. Hall - Defense Attorney

You will be one of two attorneys representing the defendants Elihu Frazier, Thomas Clarkson Frazier, John Comer, Paul Way, John Pickening and William Johnson. You will receive a copy of everyone's role sheet. These role sheets are based upon the actual testimony given by these witnesses at the trial of Ruel Daggs vs. Elihu Frazier, et al (and others) during June, 1850, in Burlington, Iowa. None of the defendants or witnesses will be able to depart from the facts on their role sheets. If they do, they will be charged with perjury (lying to the Court while under oath). You must read each role sheet carefully as each one contains pieces of evidence you will need to construct your case. The two prosecution attorneys must be given a copy of the witnesses' role sheets. You will also receive a copy of the Supplement for Judge and Attorneys.

You are trying to convince the jury, using the evidence and the witnesses, that the defendants were not guilty of preventing alleged agents from returning a group of people thought to be runaway slaves to Missouri. To build your case well, you should use your witnesses' testimony and cross-examine prosecution witnesses to establish the group of black people and one yellow man could have been something other than runaway slaves. Witnesses should be used to show that sufficient proof was not presented at the trial before Justice Gibbs to prove the Blacks and one yellow man were Ruel Daggs' runaway slaves, nor was there any proof to show Slaughter or McClure were the legal agents of Ruel Daggs and could legally return these people to Missouri. In addition, these witnesses should establish there was no violence, and everyone agreed to a hearing before the local justice of the peace. Be sure to bring out Mr. Brown's statement and actions from F. A. McElroy's role sheet to illustrate the argument that there was no violence on the part of the townspeople. Finally, these witnesses must establish that the defendants did not help the black man and child get away after the trial before Justice Gibbs. Their actions were simply a coincidence.

Finally, you want to show the jury, from the testimony and your cross-examination of prosecution witnesses that:

1. the group of people rounded up by Slaughter and others may not have been Ruel Daggs' runaway slaves; and the defendants did not break the provisions of the 1793 Fugitive Slave Law.
2. the defendants did not hide the slaves nor later help them escape.
3. Slaughter and McClure were not Ruel Daggs' legal agents and the defendants did not prevent them from returning the alleged runaway slaves to Missouri.

Potential Jury Panel Member

You are citizen of Iowa in 1850, and you have been called for jury duty. It is quite possible you will be on the jury panel for the case Ruel Daggs vs. Elihu Frazier et al (and others) along with other jurors. When your name is pulled by the bailiff, you will be asked some questions by attorneys for both sides. They will be trying to determine whether you, in their opinion, will make a good juror for their side of the case. If you are not picked as a juror, you will assume the role of a newspaper reporter covering the trial.

To add realism to the trial, you are asked to create a hypothetical person you will become as a potential jury member. You should go to your school library and find Iowa history or American history books that describe the kinds of people and occupations found in Iowa in 1850. After researching these areas, you should create a person for you to become. Include the following items in your Individual Profile. This person should have been found in 1850 Iowa, not during the present.

Individual Profile

1. Decide on a name ______________________________

2. Age _____________

3. Married or single ____________________

4. Occupation ________________________________ Remember that in 1850 women were not on juries, but for this activity historical truth will be changed to allow women to be on the jury. Girls may be a housewife or have a job typical of the kind women would have had in Iowa in 1850. If you become a housewife, pick an occupation for your "husband".

5. Number of children __________

6. Where were you born? ________________________________

If you are accepted as a juror, you must listen very carefully to all of the testimony and the judge's instructions. You will be the most important people in the courtroom because all the other participants will be saying and doing things to convince you that their side is right. At the end of the trial, you will receive instructions from the judge regarding what you will have to decide from the testimony. Listen to this carefully. You will then meet privately as a jury to decide the defendant's fate.

In the jury room, the panel will select a foreman who will lead the discussion about the verdict, and the foreman will take ballots.

You will have one-half hour to reach a unanimous decision of guilty or not guilty on each count. If this becomes impossible, then a three-fourths majority will be used to determine the verdict. (In a real trial a unanimous decision is required, no matter how long it takes.)

JURY QUESTIONNAIRE

NAME________________________________

1. When you first began to deliberate the case in the jury room, what was your opinion? (not guilty, guilty, or unsure)

Slaves rescued from agents	Slaves hidden so they could escape	Plaintiff kept from recovering his slaves by defendants	Compensation (Up to $10,000)

2. Your final decision

Slaves rescued from agents	Slaves hidden so they could escape	Plaintiff kept from recovering his slaves by defendants	Compensation (Up to $10,000)

3. Explain in writing the main reasons for your verdit. You will be discussing these reasons with the entire class.

Judge John James Dyer

You are the judge for the case Ruel Daggs vs. Elihu Frazier, et.al (and others). You must read carefully the Supplement for Judge and Attorneys. Also, you must read all the role sheets to make certain the witnesses do not make any statements that are different from or contradict their role sheets. If there are witnesses who change their testimony from that on the role sheets, you must threaten them with contempt of court. Therefore, you must have each witness' role sheet in front of you each time they are called to testify.

During the trial, your first responsiblity is to make sure all testimony is relevant to the case. Witnesses should not be allowed to give their own opinion about various aspects of the case. Use your own best judgment, based on the testimony, when ruling on an attorney's objection. If you rule in favor of an objection, you will say, "objection sustained," while objection "objection overruled" will indicate you are ruling against an attorney's objection.

Your second responsibility during the trial is to keep order in the court. You should instruct the bailiff to remove someone if necessary, or threaten them with contempt of court.

When you instruct the jury, just before they go into the jury room, read the real Judge Dyer's instructions to the jury in 1850 to get ideas for your instruction to your jury. Also include a strong emphasis that our system of law means a man is innocent until proven guilty beyond a reasonable doubt. Reasonable doubt means a doubt serious enough to cause a juror to question whether there is enough evidence to convict a defendant. It is not a doubt over some minor aspect in the case.

If the jury brings in a guilty verdict, you will have to consult the penalties for violating the Fugitive Slave Law of 1793 and make your sentence. Also, you will have to decide if the defendants will pay the full $10,000, the value Ruel Daggs wants for losing the nine slaves, or will you grant him some smaller figure.

Supplement for Judge and Attorneys

The following list of items establish the basic rules for the way the trial will be conducted. The judge and attorneys must read these rules carefully before the trial starts.

Read this carefully. It sets rules for the way the trial will be conducted.

1. Both sides are limited to the information presented in the role sheets and the evidence packet. Think of the information given in the role sheets as a deposition. (Depositions are statements made in the presence of both attorneys and officially recorded.) Both sides may ask those testifying to elaborate on the facts given in the role sheets.

2. The Judge should allow the Attorneys to ask almost any question of prospective jurors even questions calling for an opinion. Each side is allowed to dismiss a specified number of jurors for any reason whatsoever. These are known as preemptory challenges.

3. The Judge should not allow anyone to interrupt the opening and closing statements of the Attorneys. The Judge may, however, allow interruptions where a fact has been misstated.

4. The Judge will allow the Attorneys to re-question witnesses. The witnesses will not leave the stand until both sides have asked all the questions they wish.

5. Cross-examination is limited to statements or subjects discussed during direct examination. The Judge should be liberal in permitting various areas to be explored. The Judge should not allow cross-examination to enter a topic that is unrelated to what the witness said under direct examination.

6. Attorneys' objections to questions will be for the following:
   a) Immaterial - The question is not related to the topic being discussed.
   b) Leading questions - The Attorney is putting words in the mouth of the witness.
   c) Incompetent - The question calls for an unqualified opinion from the witness. A witness must be somewhat of an expert on a subject for which the witness gives an opinion.
   d) Hearsay - This is a statement which a witness makes based on the opinion of someone else. Example: If a witness said that he or she knew the defendant was dishonest because a friend had said so.

e) Argumentative - The Attorney is asking a question which is an attempt to disagree with what a witness has just said.

f) The Document Speaks For Itself - The Attorney is asking a witness to give his or her personal interpretation of a document. Interpretation of documents may be allowed, however, if it is felt an average person would need to have the document explained.

7. Whenevever either side objects, it must give its reason for objecting. The other side is allowed to answer the objection before the Judge makes a ruling.

8. Whenever a defendant takes the stand, he or she will be advised of his or her rights under the 5th Amendment. The defendant will be told that he or she need not testify in his or her own behalf. A defendant who testifies is subject to cross-examination and forfeits the right to deny answering any relevant questions based on the possibility of self-incrimination.

9. The Judge will decide whether any witness claiming protection under the 5th Amendment (I refuse to answer that question on the grounds that I might incriminate myself) is justified in "taking the fifth." The Judge may or may not direct the witness to answer the question.

10. The Judge may remove anyone (including the Attorneys) for refusing to follow the Judge's directions.

11. The jury will be asked to give a verdict of "not guilty" or "guilty" for each of the defendants for each of the charges.

12. The Judge will sentence each defendant found guilty of the charges. In arriving at the sentence, the Judge will consult the Penal Code. (See Penal Code Sheet). If the Judge feels the defendant deserves a lesser punishment, the Judge may issue one.

Bailiff

You will help the judge keep order in the courtroom. You will pull the names of the potential jurors during jury selection. You will bring the defendants into the courtroom each time the court convenes. You will direct witnesses to the witness stand and swear them in with the oath: "Do you swear to tell the truth, the whole truth so help you God"? Be sure to read the Supplement for Judge and Bailiff.

Supplement for Judge and Bailiff

Before opening the trial, see to it with your teacher that the room is arranged as a courtroom. The judge and defendants should be out of the room as the trial starts.

Bailiff says: "Hear ye! Hear ye! Hear ye! The District Court of the United States, Southern Division is now in session. Judge Dyer presiding. All rise." Bailiff makes sure everyone rises.

Judge enters the courtroom. Proceed to the bench, rap the gavel once and sit down. Everyone else should sit down at this time.

Judge says: "Bailiff, bring in the defendants."

Bailiff: Brings the defendants into the courtroom and seats them.

Judge says: "Bailiff, please read the case."

Bailiff reads from this sheet: "The case of Ruel Daggs versus Elihu Frazier et al."

Judge says: "Will the defendants rise while the charges are read."

Bailiff reads the charges as follows: "against the defendants Elihu Frazier, Thomas Clarkson Frazier, John Comer, Paul Way, John Pickering, and William Anderson are the charges of:

1. Rescuing the slaves from the plaintiff or his agents,
2. Harboring and concealing nine slaves to allow them to escape and be entirely lost to the plaintiff, and
3. The plaintiff was hindered and prevented from recovering his slaves by the acts of the defendants; and the amount of damages calimed by the plaintiff is $10,000.

Judge says to Defense Attorneys: "How do your clients plead?"

Defense says: "Not Guilty."

Judge says: "The defendants may be seated. Bailiff, you may begin jury selection."

Idea File
Social Studies
40

"How Changes in Supply and Demand Effect Price and Quantity"

Overview - Students apply and practice the use of changing supply and demand curves and what effects on price and quantity these changes bring about.

Grade - 11 - 12

Course/Subject Matter - Economics

Objectives - (1) Students will be able to graph changes in supply and demand curves.

(2) Students will graphically see the affect on price and quantity due to changes in supply, demand or both.

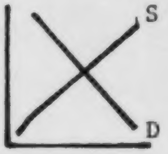
Instructional Plan - The teacher should duplicate classroom quantities of the learning packet entitled, "Changes in Demand and Supply." Then allow students to work through problems. This packet can be used as a review activity, test, or application exercise.

Changes in Demand and Supply

As long as the demand for and the supply of a commodity do not change, the equilibrium price and quantity of the commodity will not change. But if either demand or supply changes, the equilibrium price and the equilibrium quantity will change.

Will an increase in demand raise or lower the equilibrium price? Will it increase or decrease the equilibrium quantity? Will a decrease in supply increase or decrease the equilibrium price and increase or decrease the equilibrium quantity? Let's see if we can discover what effects changes in demand and supply have upon the price charged and the amount of a commodity bought and sold. When we have found this out we will have learned the meaning of the Law of Supply and Demand.

1-1
To find the effects changes in demand and supply have on equilibrium price and quantity, we can use demand and supply curves. A demand curve and a supply curve are drawn; their crossing point is circled.

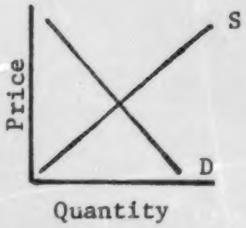


Now let's increase the demand for the commodity. This means we have to draw a new demand curve to the right of the demand curve on the graph.

1-2
Go ahead and draw this new demand curve and circle the point where the new demand curve crosses the supply curve. This new crossing point is at a (higher/lower) price and at a (larger/smaller) quantity.

1-3
From what we did in frame 1-2 we can draw the following conclusion. An increase in demand will cause the equilibrium price to (increase/decrease) and the equilibrium quantity to (increase/decrease).

1-4
But what effects will a decrease in demand have? Let's find out. On the graph below is another set of demand and supply curves with their crossing point again circled. When we decrease demand, the demand curve moves in what direction? To the ______________. Draw this new demand curve on the graph and circle the new intersection.



1-5
When you have drawn the new curve, you will see that the new intersection is at a (higher/lower) price and a (larger/smaller) quantity.

We may conclude that a decrease in demand will cause the equilibrium price to __________-crease and the equilibrium quantity to __________-crease.

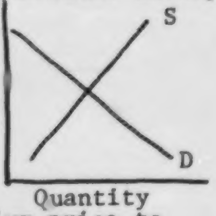
1-6
We have already learned something about the effects of changes in demand. An increase in demand brings about an increase in both equilibrium price and equilibrium quantity. And a decrease in demand causes decreases in both equilibrium price and quantity.

In short, a change in demand results in a change in equilibrium price and equilibrium quantity in the (same/opposite) directions.

1-7
Putting it another way, the relation between a change in demand and a change in equilibrium price is (direct/inverse), and a change in demand and a change in equilibrium quantity is (direct/inverse).

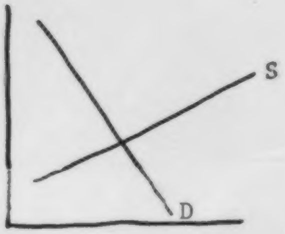
1-8
We can use the same graphical method to discover the effects of a change in supply upon equilibrium price and quantity. On the graph below demand and supply curves are shown and their intersection is circled.

Draw in a new supply curve which shows an increase in supply and which is to the ________________ of the old supply curve.



An increase in supply causes the equilibrium price to ______________ and the equilibrium quantity to __________________.

1-9
What about a decrease in supply? What are its effects on price and quantity? This time you figure it out for yourself. We'll give you a graph to start with.



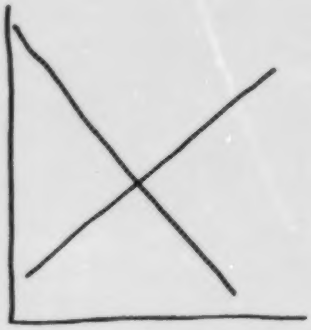
A decrease in supply brings about a(n) ____________________ in the equilibrium price and a(n) ____________________ in the equilibrium quantity.

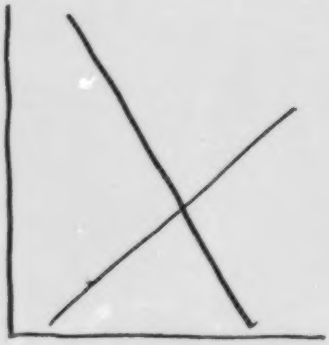
1-10
To summarize what we have just discovered: When supply changes, equilibrium prices change in the (same/opposite) directions and equilibrium quantity changes in the (same/opposite) direction.

1-11
It will be useful - as we will see shortly - to have what we have just learned about the effects of changes in demand and supply in a summary table.

Fill in the blanks in the table with either + (for an increase) or a - (for a decrease). If you have forgotten the effects of change in demand or supply upon price and quantity, don't look back. There are some graphs below the table which you may use to help you re-discover whatever you may have forgotten.

	Upon Equilibrium	
Effects of:	Price	Quantity
An increase in demand	_____	_____
A decrease in demand	_____	_____
An increase in supply	_____	_____
A decrease in supply	_____	_____





1-12
The table in frame 1-11 shows that the relation between a change in demand and the resulting change in equilibrium price is (direct/inverse), and the resulting change in equilibrium quantity is ____________________.

Similarly, the relationship between a change in supply and the resulting change in equilibrium price is ________________________ and the resulting change in equilibrium quantity is ________________________.

1-13
What have we found? There is only one inverse relationship. Just remember that all the relationships are direct except one: the relationship between a change in (demand-supply) and the change in equilibrium (price/quantity).

When either the demand for or the supply of a commodity changes, the equilibrium price and the equilibrium quantity of the commodity will also change - as you have seen. But it is quite possible for both the demand and the supply of the commodity to change at the same time.

Simultaneous changes in demand and supply bring about changes in equilibrium price and quantity, just as changes in either demand or supply resulted in changes in price and quantity. What we want to do now is find out what effect these simultaneous changes in demand and supply have upon price and quantity. If demand and supply both increase, will equilibrium price rise or fall? Will the equilibrium quantity become larger or smaller? What happens to price and quantity if demand increases while supply decreases?

We must be very careful not to rely on demand and supply curves to discover the effects of simultaneous changes. If demand alone changes or supply alone changes, graphs will give us the right answers. But, as we will see, we cannot depend on demand and supply graphs for the answers to these questions when both demand and supply change.

What shall we use? The answer is quite simple. We will use the conclusions that we reached in the last few frames about the effects of a change in demand by itself and about the effects of a change in supply by itself.

Now let's see what we can learn about the effects of simultaneous changes in demand and supply.

1-14
We'll start with the conclusions which we summarized in frame 1-11. These conclusions are reprinted in the table below. Again the plus sign (+) means an increase and the minus sign (-) means a decrease.

	Upon equilibrium	
Effects of:	Price	Quantity
An increase in demand	_____	_____
A decrease in demand	_____	_____
An increase in supply	_____	_____
A decrease in supply	_____	_____

Now let's suppose that both demand and supply increase. Looking at the table above we can see the effect of the increase in demand is to ________________ equilibrium quantity, and the effect of the increase in supply is to ________________ equilibrium quantity.

1-15
Because the increase in demand and the increase in supply have the same effect upon the equilibrium quantity we may conclude that if both demand and supply increase, the equilibrium quantity will ______________________.

1-16
What will be the effect of an increase in both demand and supply upon the equilibrium price? Here we run into a little difficulty because the effect of the increase in demand is not the same as the effect of the increase in supply upon the equilibrium price.
The effect of the increase in demand is to ________________ equilibrium price, and the effect of the increase in supply is to __________________ equilibrium price.

1-17
What may we conclude about the effect upon equilibrium price of increases in both demand and supply? Nothing! We have to say the effect is indeterminate (or unknown). Let's just say that our answer may be either + or - and call is a ?.

In summary, the effects of simultaneous increases in demand and supply are as follows:

Equilibrium price will (+) (-) (?)

Equilibrium quantity will (+) (-) (?)

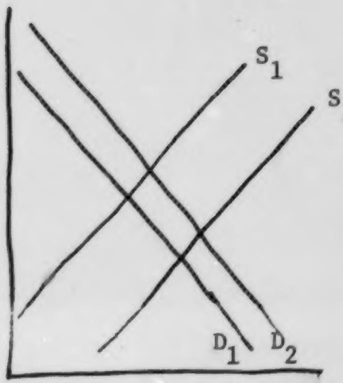
1-18
Suppose demand and supply both decrease. Will equilibrium price increase or decrease or be indeterminate? Will the equilibrium quantity be larger or smaller or will we be unable to say which it will be? We must again refer to the summary table in frame 1-14. The effect of the decrease in demand is to __________ equilibrium price, and the effect of the decrease in supply is to ______________ equilibrium price.

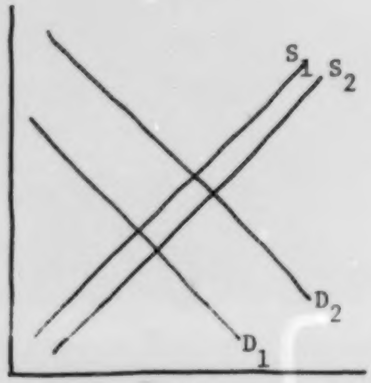
The effect of the decrease in demand is to ______________ equilibrium quantity, and the effect of the decrease in supply is to ____________ equilibrium quantity.

1-19
Our conclusion is that when demand and supply both decrease equilibrium price will (+) (-) (?), and the equilibrium quantity will (+) (-) (?).

1-20
When demand and supply both increase, the equilibrium quantity increases and when they both decrease, the equilibrium quantity decreases. The effect upon the equilibrium price, however, is (+) (-) (?) in both cases.

1-21
What would we have found if we had used graphs to discover the effects of simultaneous changes in demand and supply? Both graphs indicate an increase in demand (from D_1 to D_2) accompanied by an increase in supply from S_1 to S_2).





Both graphs indicate that the effect of these changes is to (increase/decrease) the equilibrium quantity.

1-22
But the effects upon equlibrium price are conflicting: The graph on the left indicates that equilibrium price will (increase/decrease), while the graph on the right indicates that the equilibrium price will (increase/decrease).

1-23
Equilibrium price fell in the left graph because the increase in supply was (large/small) compared with the increase in demand. Price rose in the right graph because the increase in supply was (larger/smallter) than the increase in demand.

1-24
Here's the point: Without specifying how large a change in demand and how large a simultaneous change in supply we are talking about, we can't come to any conclusion about their effect upon equilibrium ____________________.

1-25
If, for example, we know that the increase in demand is greater than the increase in supply, we can then conclude that the equilibrium price will (rise/fall).

And if we know that the increase in demand is smaller than the increase in supply, we can then conclude that the equilibrium price will (rise/fall).

(If you need help in answering these question, draw a graph or look back to those in frame 1-21).

1-26
However, without knowing which increase is the larger, we can only say that the effect upon equilibrium price is ____________________.

1-27
Demand and supply may both increase or both decrease. But demand may increase while supply decreases, and demand may decrease as supply increases. These changes will also affect the equilibrium price and quantity. Let's see how. Refer back to the summary table in frame 1-14.

Suppose demand increases and supply decreaes. The increase in demand will (increase/decrease) the equilibrium price. And the decrease in supply will (increase/decrease) the equilibrium price.

1-28
Thus we may conclude that a simultaneous increase in demand and decrease in supply will ____________________ the equilibrium price.

1-29
However, the increase in demand will ____________________ the equilibrium quantity, and the decrease in supply will ____________________ the equilibrium quantity.

And our conclusion is that when demand increases and supply decreases, the effect upon the equilibrium quantity is (+) (-) (?).

1-30

What about a simultaneous decrease in demand and increase in supply?
Try this last one for yourself.
The effect upon equilibrium price (+) (-) (?).
The effect upon equilibrium quantity (+) (-) (?).

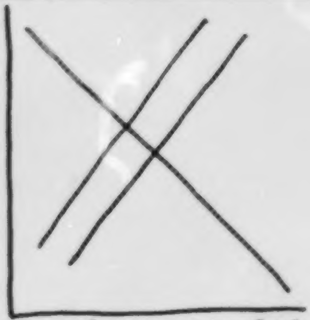
You may have observed that when demand and supply change in the opposite directions, the effect upon equilibrium quantity is indeterminate. This is always true unless we know how large the change in demand is, compared with the change in supply. When demand and supply changed in the same direction, it was the effect upon the equilibrium price that was indeterminate. So whenever there are simultaneous changes in demand and supply, the effect upon either price or quantity is indeterminate; and the effect upon the other is determinate - either an increase or a decrease. However, when we know how large the changes in demand and supply are, the effects on both price and quantity are determinate.

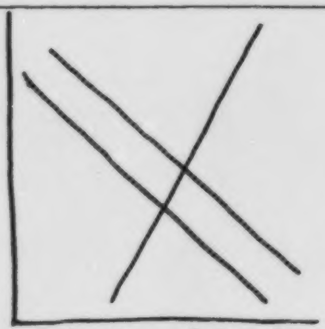
Before concluding our study of the fundamentals of supply and demand, let's review and summarize the effects of simultaneous changes in demand and supply.

1-31 Review Frame

Complete the table below, using either + (increase) - (decrease), or ? (indeterminate). Refer back to the table in frame 1-14 if you wish. Or, better still, work out for yourself the effects of change in demand or supply, using the graphs provided below.

	Upon Equilibrium	
Effects of:	Price	Quantity
Increase in both demand and supply	____	____
Decrease in both demand and supply	____	____
Increase in demand and decrease in supply	____	____
Decrease in demand and increase in supply	____	____





You now know most of what there is to know about the Law of Supply and Demand. This law deals with the effects upon price and quantity of changes in demand and supply. It may also refer to the causes of price and quantity changes. You have summarized the effects of demand and supply changes and the causes of price and quantity changes in frame 1-14 and in the table above. The Law of Supply and Demand may be a little complicated, but it should not be mysterious any longer.

Idea File
Social Studies
41

"A Behavioral Science Study of The War Between the States"

Overview - Students are given opportunities to investigate historical events and trends as economists, geographers, political scientists and sociologists.

Grade - 10 - 11

Course/Subject Matter - U.S. History

Objectives - (1) Students will complete an in-depth investigation of several aspects of American history during the years 1820 - 1860.

(2) Students will use methods, skills and vocabulary from four (4) behavioral science disciplines.

(3) Students will produce several products and will be the "experts" as they share their findings with classmates.

Materials - Lists of Behavioral Science Investigative Topics

Instructional Plans - During a study of events leading to the War between the States, students should be shown the lists of investigative topics under the headings, Sectionalism, Slavery and Manifest Destiny. The teacher can either assign topics or allow students to choose topics, depending on class make up. An ideal method is to group students according to the four disciplines, and have each group decide what topics they will investigate.

Time should be then set aside for students to complete their tasks. Then have students present their completed products either as individual reports, or more preferably, as "experts" called on by the teacher during those class sessions devoted to causes of the War Between the States.

U.S. HISTORY

Sectionalsim

I. All groups: define sectionalism in terms of your behavioral science.

Inter-group Activities

Each member of a group must pick a topic within that group.

II. Group topics:

A. Geographers

1. Make a map of the U.S. showing the original thirteen colonies and the "new" west in 1815. Show the flow of population into western areas. Show the shift of the center of U.S. population from 1790 to 1810, 1830, 1850, and 1870.
2. Make a map of the U.S. prior to 1820. Show the states representing Northern, Southern, and Western sectional interests.
3. Make a map of the sections of the U.S. after the Missouri Compromise (1820) showing the status of slavery in states and territories.
4. Make a map of the U.S. showing early roads and canals.
5. Chart population figures for the states in 1820, 1840, and 1860.
6. Describe, in a page, the geographical importance of the Mississippi River.

B. Sociologists

1. Write a short description of the life style of a Southern plantation owner.
2. Write a short description of the life style of a Northern businessman.
3. Write a description of the type of life a "new" westerner might live.
4. Make a comparison chart of the social structure in the (a) North, (b) South, and (c) West.
5. Define one reform movement which grew in importance while Jackson was president.
6. Describe Southern life in the 1830's in terms of its social structure.

C. Economists

1. Describe the role played by cotton in the U.S. economy before 1830.
2. Compare (eg. with a chart) the Northeastern system of economy with the Southern economic system.
3. Make a comparison chart of the value of U.S. imports and exports in 1820, 1840, and 1860.

4. What economic policies (eg. tariffs, etc.) did the South favor; the North; the West?

5. How did Jackson's war on the bank effect sectional interests.

6. List the ten richest states in the Union in 1830, 1840, and 1860.

D. Political Scientists

1. Analyze Clay's "American System."

2. Why was the Missouri Compromise needed? What provisions were contained within the Compromise? What political effects grew from the Compromise?

3. Of what political influence was John C. Calhoun from 1820 to 1840? (compact theory of Union).

4. Describe the Nullification Crisis of 1830-33. Analyze the political philosophies involved in the Webster-Hayne debate.

5. Compare Webster, Clay, and Calhoun in regard to their concept of State vs. Federal sovereignty.

6. Analyze Jackson's administration to determine whether it actually enhanced the power of the common man.

U.S. HISTORY

Slavery

I. All groups: Define slavery in terms of your behavioral science.

Inter-group Activities

Each member of the assigned group must pick a topic within that group.

II. Group Topics:

A. Geographers

1. Make a chart showing how many slaves were in each state as of 1860.
2. Make a map showing the status of slaves in the states and territories after the Kansas-Nebraska Act.
3. List immigration figures (by country of birth) for the years 1840-1860.
4. Make a map showing canals, major river routes, and railroads built by 1850.
5. Compare population figures for the states in the U.S. in 1850 with figures for 1860.
6. Draw a map of the U.S. showing the secession states (date seceded), border states, Northern states, and territories (1860-61).

B. Sociologists

1. Describe what is meant by the phrase "peculiar institution" in describing slavery.
2. Describe William L. Garrison's role in the abolitionist movement.
3. Describe Northern reaction to abolitionists writing about the slavery question.
4. Analyze Southern reaction to John Brown and his raid on Harper's Ferry.
5. Compare the slave-master relationship in the South with the laborer-employer relationship in the North.
6. What moral jusitifications did the abolitionists base their movement upon?

C. Economists

1. What did revolutions in transportation and communication mean, economically, to the nation in 1860?
2. Defend the practice of slavery from an economic viewpoint.
3. Analyze the foreign trade between the U.S. and Britain in 1860 to find how dependent each was on the other.
4. How did the "panic" of 1857 effect Northern businessmen and Southern Plantation owners?
5. Read Kenneth M. Stampp, The Causes of the Civil War, pages 59-80. Summarize the South's economic reasons for seceding and the North's reasons for not allowing the South to secede.
6. Describe how the Southern plantation system was a throwback to a feudal economic system (eg. compare).

D. Political Scientists

1. List the Presidents of the U.S. from 1820 to 1860 by party and name one major event which took place during the administration of each.
2. Write a paper on the Fugitive Slave Act of 1850 from the point of view of a Southern plantation owner.

3. Defend the Dred Scott decision from a Southern viewpoint.
4. Analyze the new Republican party, its platform and leaders.
5. Write a newspaper article on the role Buchanan played in the secession crisis (either as a Northern or Southern editor).
6. Find political cartoons of the period 1860-61 which comment on important sectional issues of the time. Write a descriptive analysis of at least four of these cartoons.

U.S. HISTORY

Manifest Destiny

I. All Groups: List reasons why the South favored annexing more land to the Southwest but opposed annexing land in the Northwest; why the Northeast opposed annexing land to the Southwest but favored expansion to the Northwest; why the West split on the further annexing of western land.

II. Group Topics: Each member of a group must pick a topic within that group.

A. Geographers

1. Make a map of the United States as of 1830. Extending the line 36° 30' (the southern boundary of Missouri) to the Pacific Ocean, determine the total square miles open to new slave states and new free states. Locate major gold and silver deposits in these western territories.
2. Make a map of the U.S. and Canada before and after the Webster-Ashburton Treaty; and before and after the Oregon Compromise.
3. Write an analysis of what the U.S. gained and lost from the Maine and Oregon negotiations with England. (Helpful to work with whoever takes #2.)
4. Make a map of the United States from the Mississippi River to the Pacific Ocean as it looked before and after Texas won its independence in 1836 and before and after the Mexican War 1846-1848. Indicate how much land the United States received from Mexico.
5. Make two maps of the United States as of 1830-1840. Include only that area between the Mssissippi River and the Pacific Ocean. On one map locate the major Indian tribes as of 1830-1840. On the second map locate the Indian Reservations in each state as of the present.
6. Make a map of the United States as it looked after 1850. Show the extent to which slavery had spread by 1850. Also locate the ten (10) largest cities in the United States in 1850 including their population totals.

B. Sociologists

1. Describe, in at least two pages, the everyday life of a mining camp in 1849.
2. Make a T Chart on a piece of tagboard comparing the basic religious beliefs of Christianity with those of the Mormons (Latter-Day Saints). Write a page report why Brigham Young led the Mormon people into the uninhabited region of the Great Salt Lake Valley in Utah.
3. In a written report, using two or three examples, show how the American and Mexican ways of life clashed or compromised when they met in Texas.

4. Analyze and describe how the westward movement disturbed and changed the Indian Tribal Society west of the Mississippi. Use two tribes as examples.

5. The American historian, Fredrick Jackson Turner, wrote an essay "The Significance of the Frontier in American History." In it, he claimed the frontier was the chief influence in shaping a distinctive American way of life. Read Turner's thesis (get copy from your instructor) and explain why Turner stated social equality, political democracy, nationalism, faith in the future, economic independence, inventiveness, and wastefulness were features of the western frontier rather than the Northeast and South.

6. List and describe four social problems found in large American cities in 1850.

C. Economists

1. Assume you are a farmer during the period 1830-1850. You have relatives in Europe who wish to immigrate to the United States. In their last letter to you, they wondered how a person went about acquiring a piece of land in this country. Construct a letter to your relatives explaining the ways land could be acquired during this time period.

2. You are an assistant to the Secretary of State in 1848. The Treaty of Guadalupe Hidalgo has beensigned. The Secretary instructs you to prepare a report which answers this question: Of what economic value will the land acquired from Mexico be to the United States?

3. From an economic viewpoint, how did Northern factory owners maximize profits? In other words, what ways were devised to cut down the costs in manufacturing goods? (Wages, working conditions, etc.)

4. From an economic viewpoint, how did the Southern plantation owner maximize profits - cut his costs of production? (Type of land used, farming techniques, labor).

5. From an economic viewpoint, what economic effects did the gold discoveries in California (1848) and Colorado (Pike's Peak - 1858) have upon the United States?

6. It has been said that if the rebellion had started ten years earlier, 1850-51, the South would probably have won. From an economic standpoint, prepare a report comparing the economic strengths of the North and South; and decide if you agree or disagree with the statement.

D. Political Science

1. Analyze President Tyler's administration in terms of Westward expansion. Did the administration promote it?

2. How did James K. Polk's administration use war in gaining Manifest Destiny?

3. What was Sam Houston's political role in the affairs of Texas? (Both within Texas and between Texas and the U.S. Government).

4. Analyze why the Compromise of 1850 was needed; what poltical effects were felt from it.

5. Write a summary report describing why the Republican Party was formed in 1854.

6. Why were Northerns semi-skilled and skilled workers unable to have much political influence prior to the War of the Rebellion?

Idea File
Social Studies
42

"An Investigation of The Rise and Fall of Nazi Germany Using The Film: The Twisted Cross"

Overview - Students will view the film, The Twisted Cross, and complete a set of guide questions as part of their study of World War II.

Grade - 10 - 12

Course/Subject Matter - U.S. History, World History, Comparative Political Systems, American Government

Objectives - (1) Students will refine their listening and observation skills by watching and listening to the movie.

(2) Students will use critical thinking skills to transfer information found in the film into acceptable answers to the guide questions.

(3) Students will identify significant reasons for the rise and fall of Nazism in Germany during the 1920's, 30's and early 40's.

(4) Students will express these reasons in oral and written assignments.

Materials - 16mm film, The Twisted Cross and Guide Questions, Parts I and II.

Instructional Plan - The teacher should schedule for showing the students the film, The Twisted Cross. Prior to viewing, students should receive the Guide Questions for The Twisted Cross, Parts I and II.

Using the most appropriate method for your classes, have students complete the guide questions using information and impressions provided by the film.

Conduct a class discussion around the guide questions or use the topics suggested by the guide questions for additional investigative research of the Nazi Era.

"The Twisted Cross"
Guide Questions
Part I

1. List economic conditions in Germany after World War I. (Answers will be found throughout the film.)

2. Why did the lack of a democratic tradition in Germany help promote the rise of Nazism? (Answers will be found throughout the film.)

3. Why did Hitler want to create disorder?

4. Why did Hitler's first attempt at revolution fail?

5. What was Hitler's plan for world conquest, according to Mein Kampf?

6. List the names and positions of the Nazi leaders.

7. What specific methods did Hitler use to gather public support? (Add to this answer as you watch the rest of the film.)

8. "Reason can treacherously deceive a man, but emotion is sure and never leaves you." Why did Hitler think it was necessary to appeal to people's emotions?

9. How was music used by Hitler to arouse emotion?

10. "People are more easily taken in by a big lie than a small one." React to this statement.

11. How did the many (26) political parties in Germany help Hitler to come to power legally?

12. What were conditions in the U.S. when Hitler became Chancellor in 1933?

13. "Yes, we are barbarians. It is an honorable title." What did Hitler mean?

    How did he encourage brutality among German people?

14. List the scape goats Hitler used.
    Explain why these particular groups were useful as scapegoats.

15. What emotions does the architecture of Hitler's Reich appeal to?

16. "Do not seek Adolf Hitler with your brains; seek him with your hearts." Why did Hess say this?

17. What role were private citizens to have in government, according to Hitler?

18. How did Hitler combat the Depression? Was he successful?

19. What was the most efficient means of mass control, according to Hitler?

20. How did the Nazis deal with criticism and opposition to their programs?

21. "Where has God gone?" We have killed him, you and I. We are all murderers." How much responsibility did the German people have for Nazi persecution of the Jews?

22. "God has sent you (Hitler) to us for Germany. You alone have made our lives worth living." Why would many Germans feel this way about Hitler?

"The Twisted Cross"
Guide Questions
Part II

1. What were your feelings as you watched this demonstration?

2. What were the feelings of the participants in the demonstration? (Watch their faces.)

3. What is known about Hitler's private life?

4. List the countries conquered by Hitler and the way in which each was conquered.

5. How did the conquered peoples react to Hitler's invasions?

6. How did their governments react?

7. What reasons would most Germans have to be happy during the early years of the war?

8. When did the tide begin to turn against Germany during World War II?

9. How did Hitler and his Nazi advisers react to German losses?

10. "World power or ruin." Why did Hitler continue the war in spite of heavy German losses, growing opposition at home and the attempt to kill him?

11. "Power corrupts; absolute power corrupts absolutely." Apply this statement to Nazi Germany.

12. What were men fighting for during World War II?

Germany:

Allies:

Idea File
Social Studies
#43

"What The Garbage People Think About You"

Overview - Students analyze three itemized lists of garbage items supposedly taken from three different garbage cans in three different neighborhoods.

Grade - 7 - 12

Course/Subject Matter - Economics, Sociology

Objectives - (1) Students will relate garbage items in terms of needs and wants purchased by the three families.

(2) Students will place each family into a social and economic group using the garbage items as their evidence.

Instructional Plan - The teacher should tell students you actually went out and collected this garbage because you wanted to try an experiment.

Tell students you know these three families very well, and you have wanted to know just how much other people could determine about a family's lifestyle by the garbage they throw away.

Pass out copies of the garbage lists to each student and have them do the following:

(a) Place a N beside each item students believe to be a need for that family, and a W beside those garbage items students think are want items.

(b) Decide which social and economic class each family is in by their garbage.

(c) Write a lifestyle profile for each family using their garbage items. In other words, students should write what they think they know about each family from their garbage.

After completing this, the teacher can conduct a class discussion around students' answers.

WHAT THE GARBAGE PEOPLE THINK ABOUT YOU

On the night of February 10, we randomly selected three garbage cans in three distinctly different neightborhoods. This is an itemized list of those three cans.

T.V. Dinner boxes
bread wrapper
Ivory Soap wrapper
Kleenex box
2% milk carton
cigarette carton
pork chop freezer wrapper
Purina Dog Chow sack
instant mashed potato box
empty toilet paper roll
paper towel roll
12-pack PBR carton
empty toothpaste tube
tie box
Parkay tub
mashed-up black-white T.V. carton

Powdered milk box
pork and beans cans
12-pack empty Blatz cans
stock of oleo margarine wrap
portable radio box
toothpaste tube
Kleenex box
hamburger wrapper
soup cans
toilet paper roll
overalls (work clothes) box
work boot box

T-shaped bones
cat food cans
Coors cans
Wall Street Journal
empty golf ball box
old Backgammon game in a new box
Zale's Jewelry receipt
whole milk carton
Adidas shoe box
tennis ball can
toothpaste tube
tropical fish food box
U.S. News & World Report Magazine
Cascade dishwasher detergent box
pipe tobacco pouch
fluorescent fish light box and old light
25-pound potato sack
champagne bottle
paper towel roll
butter wrapper
caviar can
bread wrapper
mashed-up colored T.V. cartin
suit bag
mink coat box
Kleenex box

Idea File
Social Studies
#44

"Surviving On The Frontier"

Overview - Students are placed in a frontier survival situation and must decide which items they would keep and which articles in their covered wagon they would discard along the trail.

Grade - 4 - 8

Course/Subject Matter - U.S. History, Iowa History

Objectives - (1) Students use their knowledge of frontier travel conditions to decide what absolute necessities are required to survive while traveling by covered wagon.

(2) Students express this knowledge through their choices of articles to discard from their covered wagon.

Instructional Plan - The teacher gives each student the handout entitled, Surviving On The Frontier. After students read the situation, inform them to individually rank order those ten items they would throw out of their wagon so their remaining horse can continue pulling the wagon.

After each student rank orders their individual list, have students form groups of five or six. Tell them they must develop a group ranking from their individual lists. Tell each group to have one person put their rank ordered list on the chalkboard. When all lists are on the board, the teacher should conduct a discussion around the lists noting differences and simularities.

The teacher can conclude the activity by summarizing the most frequently discarded items.

SURVIVING ON THE FRONTIER

Suppose that your wagon was stuck or became bogged down in a slough. In the process of getting your team and wagon unstuck, one horse breaks its leg and you have to shoot it. It is obvious to you that your remaining horse cannot pull your wagon containing your family and all the items in the list below. You must lighten your load. To do this, rank order which ten items below you would leave behind so that you can continue your journey west to homestead forty acres of land.

_____ breaking plow

_____ 100 lb. bag of potatoes

_____ bushel of shelled corn

_____ pedal organ

_____ ax

_____ canvas tent

_____ hoe

_____ matches

_____ bag of mixed herbs

_____ tobacco

_____ whiskey

_____ barrel of water

_____ extra pair of boots

_____ flint lock and musket

_____ stove

_____ change of clothing

_____ china

_____ silverware

_____ 5 lbs. of tea

_____ Bible

_____ spinning wheel

_____ 87 year old (200 lbs.) grandfather

_____ 85 year old (165 lbs.) grandmother

Idea File
Social Studies
#45

"What Are We Going To Do With The South?"

Overview - Students examine conditions in the South, following the end of hostilities between Union and Confederate forces, as members of the American State Department.

Grade - 10 - 11

Course/Subject Matter - U.S. History

Objectives - (1) Students will identify economic, social and political conditions prevalent in those states formerly called The Confederate States of America.

(2) Students will make written and oral recommendations to the President of the United States regarding the proper course of reconstructing the rebellious territory.

Materials - Basal U.S. History text; and/or teacher prepared materials; State Department Memo

Instructional Plan - Have students read their basal texts or use teacher prepared materials to find descriptions of social, political and economic conditions in the South after the Civil War hostilities stopped.

Have students divide up into groups of three. Distribute the State Department Memo dated March 14, 1864, to students. In their groups, students should divide the three tasks among their group of three and begin preparing for their "meeting" with the President of the United States. Tell students they must have a final, written report for the President (the teacher) which identifies what each students in the group provided to the final report. In addition, students must be ready to present an oral summary of their report at the meeting with the President.

MARCH 14, 1864

STATE DEPARTMENT MEMO

The purpose of this memo is to acquaint you with an assignment the President of the United States has asked the State Department to complete.

You are all aware the recent rebellion in our country is now over. After four long years of fighting, the southern portion of the United States has now been returned in the Union.

Pressing problems are prevalent in these southern states, and solutions to these difficulties must quickly be found.

You have been called to Washington because the State Department feels each of you will be able to look objectively at each problem and find the best solution to it. None of you are politicians, and thus we hope to act upon your recommendations.

Each group will have the following responsibilities:

1. To prepare a description of each problem existing in the South at the present time.
2. To provide concrete examples the problem exists.
3. To make recommendations as to how best to solve each problem.

The President of the United States will take your recommendations under advisement in order to plan the proper course of reconstructing the rebellious territory.

Idea File
Social Studies
#46

"What I Think I Know About The American Civil War"

Overview - Students have the chance to rank order aspects as to their importantance in causing the Civil War and try to distinguish fact from opinion regarding other aspects of the Civil War Period in American history.

Grade - 10 - 11

Course/Subject Matter - U.S. History

Objectives - (1) During the pre-test session, students will rank order, based on their opinion and general information, twelve aspects as to their importance in causing the Civil War.

(2) Also, during the pre-test, students lable ten (10) statements as to whether a statement is fact or an opinion.

(3) Students compare their ranking and labeling of these same items during a post-test session.

Materials - Pre and post test regarding the Causes of the American Civil War and the fact/opinion statements.

Instructional Plan - Administer the pre-test before initiating a study of the causes of the Civil War. Allow students to compare their ranking of the first twelve items with their classmates. (The teacher might want students to develop a class ranking.) Then have students complete the fact or opinion items. Ask them to defend why or why not an item was considered fact or opinion. (Again, a class consensus might be developed.)

After completing the unit, the teacher should have students complete the post-test (the same items) and compare the results. Students should be asked to explain any changes between the pre and post test results. (The same method can be used with a class ranking and consesus.)

U.S. History

Pre-test

Rate by number (1 through 12) the twelve aspects listed below as to their importance in causing the Civil War. 1 equals most important cause 12 equals least important cause.

_____ Religious revivalism which taught self-reliance and worth of the individual.

_____ The hatred of slavery.

_____ Sectional interpretations of the U.S. Constitution.

_____ Bombardment of Fort Sumpter (1861) by Confederate forces.

_____ Northern business interests conflicting with the interests of the Southern plantation owners.

_____ Tariffs passed to protect economic interests.

_____ Problems involved with land acquired by the U.S. as a result of the Mexican War.

_____ Long range ineffectiveness of the Missouri Compromise and the Compromise of 1850.

_____ Inability to compromise the slave issue in the territories of the U.S. in 1860.

_____ Reform movements (eg. abolition as led by such men as W.L. Garrison and John Brown)

_____ Immigration of foreigners which brought an abundance of cheap labor to the U.S.

_____ Political parties which focused attention on sectional rather than national problems.

Label each statement below with an F if you believe it to be fact or an 0 if you believe it to be opinion.

_____ 1. Lincoln did not free all slaves in his Emancipation Proclamation.

_____ 2. The major cause of the Civil War was slavery.

_____ 3. Before the Civil War period several Northern states had talked of perhaps leaving the Union.

_____ 4. Negro slavery is evil because the Bible says so.

_____ 5. Jefferson Davis was the first president of the Confederacy.

_____ 6. Lincoln, after the war, claimed that the Southern states had never really left the Union.

_____ 7. The Northern plans during the war were to invade the South and make it surrender.

_____ 8. Southern strategy was purely defensive in the war.

_____ 9. Foreign nations played an insignificant role in the Civil War.

_____ 10. The Civil War probably cost more in lives lost and property destroyed than any other war in the Western world prior to 1865.

Idea File
Social Studies
#47

"Working On An Assembly Line"

Overview - This lesson provides students the opportunity to learn about working conditions in a factory by reading selected excerpts from Arthur Hailey's book, Wheels.

Grade - 7 - 12

Course/Subject Matter - Economics, Sociology, American History, Psychology

Objectives - (1) Students will read about and react to selected excerpts from Wheels which describe working conditions assembly line workers face in their jobs.

(2) Students will be made aware of possible working conditions they might encounter if they seek employment in industry as a hourly wage earner.

(3) Students will be able to express their opinions, regarding the described working conditions through writing answers to guide questions and participating in class discussions.

(4) Students will have a fund of information to compare the working conditions described in Wheels with what they see while taking a field trip through a local factory or listening to a guest speaker representing industry and/or labor organizations.

Instructional Plan - Distribute the readings, either individually or as a single packet, and accompaning guide questions to students. As they read each excerpt, students should complete the guide questions. Teachers can either evaluate students' written answers and then conduct class discussions, or teachers can use the guide questions as the basis for only class discussions. If possible, a field trip to a local industry should be arranged so that students can compare and/or contrast the working conditions described in Wheels with those observed in the local industry. If a field trip is not possible, the teacher might engage a guest speaker to describe working conditions in the industry who employs the speaker. Again, students can compare and/or contrast the two sources of information about working conditions.

Situation #1

Large Industries Biggest Problem

At a car assembly plant north of the Fisher Freeway, Matt Zaleski, assistant plant manager and a graying veteran of the auto industry, was glad today was Wednesday.

The reason was simple. Wednesday was two days removed from Monday, and Friday was still two days away.

Mondays and Fridays--in that order--were management's most harrowing days, because of absenteeism. After paychecks were handed out on Thursday, many workers began a long boozy or drugged weekend; Monday was a day for nursing hangovers.

Thus, on Mondays and Fridays, to keep production going men had to be moved around like marbles in a game of Chinese checkers. A worker who normally tightened wheel nuts might find himself fitting front fenders, often with brief instruction or none at all. Others, pulled in hastily from less skilled duties, would be put to work wherever gaps remained. Sometimes they caught on quickly; at other times they might spend an entire shift installing heater hose clamps--upside down.

The result was inevitable. Many of Monday's and Friday's cars were shoddily put together. A few big dealers had influence because of volume sales and insisted that cars for valued customers be built on Tuesday, Wednesday or Thursday. Cars for company executives and their friends were also invariably scheduled for midweek days.

*All paragraphs taken from - Arthur Hailey's Book "Wheels."

Situation #1

Large Industries Biggest Problem

1. Why are Mondays and Fridays management's most harrowing days?

2. Would you like to have a job where you were moved around hourly or daily?

   If your answer was, no, why not?

   If your answer was, yes, why?

3. Why do some dealers apply pressure to receive cars manufactured on a Tuesday, Wednesday or Thursday?

4. What do you think management can do to help this situation?

5. What do you think causes workers to look upon their jobs in this way?

Situation #2

Working Conditions

As they clattered down the metal stairway to the factory floor, the noise of the plant hit them like a solid barrage. They entered close to a section of the assembly line where subassemblies were welded onto frames becoming the foundations on which finished car bodies would rest. The din at this point was so intense that men working within a few feet of each other had to shout, heads close together, to communicate. Around them showers of sparks flew upward in a pyrotechnic curtain of intense white-blue. Volleys from welding machines and rivet guns were punctuated by the constant hiss of compressed air from power tools. And central to everything, the focus of activity, like an ambling god exacting tribute, was the assembly line inching on.

Outsiders who toured auto plants often assumed that workers became reconciled to the noise, smell, heat, unrelenting pressure and endless repetition of their jobs. But Matt knew that neither pay nor good fringe benefits could change the grim, dispiriting nature of the work. Much of it was physically hard, but the greatest toll was mental--hour after hour, day after day of deadening monotony. Thus a production-line worker's ambition, like that of a prisoner, became fixed on escape. Absenteeism was a partial escape; so was a strike. Both brought a break in monotony, and the men's desire for this could become their dominating drive.

Situation #2
Working Conditions

1. Why did the workers have to get their heads close together to communicate?

2. The greatest pressure on the workers was not the physical labor but ____. The hour after hour, day after day, mind deadening monotony.

3. Do you think eliminating noise would lessen the worker's desire to escape?

4. Which of the following would you resent the most: the constant pressure of the moving assembly line; or the noise, smell, dirt and monotony of your work?

5. What do you think industry could do to improve or eliminate the conditions described in these paragraphs?

Situation #3

Union Grievance and Production

Already, in the few minutes since he had arrived at his glass-paneled office on a mezzanine above the assembly-plant floor, he had skimmed through a red-tabbed memo on the desk - a union grievance which he realized could cause a walkout if it wasn't dealt with promptly. And the adjoining pile of papers undoubtedly contained other headaches: the usual critical material shortages or quality-control demands or reports of machinery failures.

But at least today was Wednesday. He hit the intercom switch. "I want Parkland and the union committeeman in here fast."

Parkland was a foreman. And in the general office outside the clerks would be well aware which committeeman he meant because they would know about the red-tabbed memo. In a plant bad news travels like fire on a gasoline spill.

The pile of papers reminded Zaleski of the many things which could halt an assembly line. To him halting the line, stopping production, was like a sword in the side. His job was to keep the line moving, with finished cars being driven off the end at the rate of one a minute. Senior management wasn't interested in how he did it, or in excuses either.

Each single minute of lost time meant that an entire car didn't get produced, and the loss would never be made up. Thus, even a two-or three-minute stoppage cost thousands of dollars, because while an assembly line stood still, wages and other costs mounted.

Situation #3

Union Grievance and Production

1. Why did Zaleski think, "But at least today was Wednesday?"

2. Each minute of lost time meant?

3. The plant manager's biggest worry was?

4. Once an assembly line is in motion, what could possibly stop it?

5. What are the outcomes of having the assembly line stop?

6. Henry Ford's peak production of Model T is reached a level of one car coming off the assembly line every ten seconds. With a bottom retail price of $260 per car, and wages of $5 per day per worker, compare and contrast this to a modern day production line. As a class agree on a price per car and wages per worker for your comparison.

Situation #4

Design Decision Making

SOME thirty miles outside Detroit, occupying a half-thousand fenced-in acres of superb Michigan countryside, the auto company's proving ground lay like a Balkan state, bristling with defended borders. There was only one entrance—through a security-policed double barrier, remarkably similar to East Berlin's "Checkpoint Charlie."

In this way the company guarded some of its more critical secrets: experiments with new cars and trucks, as well as drive-to-destruction performance tests on current models.

The testing was carried out on some hundred and fifty miles of roads—routes to nowhere—ranging from specimens of the very best to the absolute worst in the world, including a replica of an African game trail, with tree roots, rocks and mudholes.

One road section, built on level ground, was known as Serpentine Alley. This was a series of sharp S-bends, absolutely flat, so that absence of any banking in the turns strained a car to its limits.

At the moment, Adam Trenton was hurling an Orion around Serpentine Alley at 60 miles per hour. Tires screamed savagely as the car flung hard left, then right, then left again. To the three occupants it seemed as if the car might roll over at any moment, even though they knew it shouldn't.

Beside Adam, Ian Jameson, a slight, sandy-haired Scot from Engineering, sat imperturbable. Jameson was undoubtedly thinking what Adam realized—that there was no necessity for them to be going around the turns at all; professional drivers had already put the Orion through grueling tests. The trio's real purpose at the proving ground today was to review an NVH problem—"engineerese" for Noise, Vibration and Harshness—which prototype Orions had developed at high speeds.

They hurtled onto the fast track, their speed still climbing. Ian Jameson craned left to watch the speedometer needle, now touching 75. The sandy-haired engineer had been a key figure in studying the Orion's present NVH problem. Speed passed 80. "Here she comes," Jameson said.

As he spoke the car shuddered violently. Simultaneously a metallic hum rose and fell.

Adam allowed the speed to fall off again. The vital questions at this moment were: how could the shake be eliminated and what would it cost? He was here to find out and, because of the urgency, had authority to make decisions.

Leaving the fast track, he braked the car abruptly and turned onto a grass shoulder. As the car stopped, Adam unbuckled his strap, then got out. The others followed. Outside, he shivered slightly. Fall leaves were blowing in a gusty wind. He pondered the decision he had to make. It was a tough one, and he would be blamed, justly or unjustly, if it went wrong.

Ian Jameson broke the silence. "We're satisfied that the vibration is natural body frequency."

In other words, Adam realized, there was no structural defect in the car. He asked, "Can the vibration be overcome?"

"Yes," Jameson said. "You can either redesign the cowl side structure and underbody torque boxes"—he filled in engineering details—"or add braces and reinforcement."

"Hey!" Brett spoke. "The first one means exterior body changes."

"Right," the engineer acknowledged.

Brett looked gloomy, as well he might, Adam thought. It would require a crash redesign program at a time when everyone believed the Orion design was fixed. He queried, "And the add-ons?"

"We've experimented, and there'd be two pieces—a front floor reinforcement and a brace under the instrument panel." The engineer described the pieces.

Adam asked the critical question. "Cost?"

"You won't like it." The engineer hesitated. "About five dollars."

Adam groaned. He was faced with a frustrating choice. Whichever route they went would be costly. The first alternative—to redesign—would be less expensive, costing probably half a million to a million dollars in retooling. But it would create delays, and the Orion's introduction might be put off three to six months.

On the other hand, on a million cars the cost of the two add-ons would be five million dollars. Adam said in disgust, "Damn!"

Ian Jameson announced, "If you want to drive over to the lab, we've a car with the add-ons for you to see."

Adam nodded sourly. "Let's get on with it."

Situation #4

Design Decision Making

1. Why would the company guard the proving grounds with an iron curtain?

2. What was the purpose of serpentine alley?

3. What is an NVH problem?

4. Adam's main questions about the NVH problem were:
    1.
    2.

5. Why was Adam reluctant to go into a crash redesign program?

6. Why did he feel cost was such a critical question with the add-ons?

Situation #5

The First Few Days

Rollie had come to the plant early, but instead of being given a job in one place, which he might have managed, he was informed he had to be relief man at various stations. That meant moving back and forth like a blue-tailed fly, so that as soon as he got used to doing one thing, he was hustled to another. That went on for two weeks.

And of course nobody, ***but nobody,*** had told him about the speed of the assembly line. On the first day at work, the line seemed to Rollie to be inching forward like a snail's funeral. *But oh, man; that noise!* It was all around you, sounding like a hundred rock bands on bad trips. Anyhow, the car line snaked through the building, with the end and beginning out of sight. And it looked as if there was time aplenty to finish whatever your job happened to be on one car, rest a drumbeat, then start work on the next. No sweat!

In less than an hour, like thousands who had preceded him, Rollie was grimly wiser.

The white foreman he had been handed over to on arrival had taken him to a work station where a partly finished car was moving slowly past, its brightly painted body gleaming. Some snazzy wheels! Despite his habit of indifference, Rollie felt his interest quicken.

"You got three chassis and trunk bolts to put in," the foreman bellowed in his ear. "Here, here and here. Bolts are there. Use this power wrench." He thrust it into Rollie's hands. "Got it?"

Rollie wasn't sure. The foreman told another worker, "Show this man. Then I need you on front suspension. Hurry it up."

"Watch me, bub!" The other worker grabbed a handful of bolts and dived into a car doorway with a power wrench, its cord trailing. While Rollie was still craning, trying to see what the man was doing, he came out backward and cannoned into Rollie. "Watch it, bub!" Going around the car, he dived into the trunk, another bolt in his hand. He shouted back, "Get the idea?" He worked on one more car, then, with an "All yours," he disappeared.

"You! Hey! Get on with it!" the foreman shouted to Rollie.

Rollie grabbed a couple of bolts and jumped into the next car coming along the line. He groped for the holes they were supposed to go in, found one, then realized he had forgotten the power wrench. He went back for it. As he jumped back into the car the wrench dropped on his hand, skinning his knuckles against the metal floor. He managed to start turning the first bolt; before he could finish, or insert the other, the wrench cord tightened as the car moved forward. The wrench would no longer reach. Rollie left the second bolt on the floor and got out.

With the car after that he managed to get two bolts in and made a pass at tightening them. With the one after that he did better; also the car following.

Not until the fifth car had gone by did he remember the third bolt he was supposed to insert in the trunk. Alarmed, Rollie looked around him. No one had noticed. He called to a man at an adjoining work position, "Hey! I left some bolts out."

Without looking up the worker shouted back, "Forget it! Repair guys'll catch the others down the line." Momentarily he lifted his head and laughed. "Maybe."

Increasing his pace, Rollie began inserting the third bolt through each car trunk to the chassis.

He was learning that the line's pace was faster than it seemed; even more compelling than its speed was its relentlessness. Nothing stopped it except a lunch break, the end of a shift or sabotage.

Situation #5

The First Few Days

1. Rollie learned fast that the production line moved _______________ than he thought.

2. Rollie's on-the-job training was supplied by:

3. Was Rollie successful from the start at placing the three chassis and trunk bolts in each car?

4. What happens to cars that have bolts left out during assembly?

5. What conditions could cause the production line to stop?

6. Do you think there is a reason for placing a new man on relief jobs during the first few weeks?

7. The company could not guarantee a new employee a certain job on the production line. Why?

8. Why does the production line have to move at a certain pace?

9. If you were in Rollie's shoes, would you tell the foreman about the bolts you had left out?

Situation #6

Sabotage

On his second day Rollie became a saboteur.

He had heard someone say the previous day that there was a shortage of workers; hence the panic, usual on Mondays. On Tuesday he sensed that more people were at their regular jobs, but Rollie was still being shifted about to fill temporary gaps. He grew wearier.

Monday, at the end of work, his frail body had ached all over. His hands were sore; in various other places his skin was bruised or raw. By early afternoon of Tuesday his tiredness showed. A young black worker with an Afro hairdo told him, "Man, you sleeping on your feet." The two were assigned to engine decking—lowering engines onto chassis, then securing them.

Rollie grimaced ruefully. "Them wheels keep comin'. Never did see so many."

"You need a rest, man. Like a rest when this mean line stops."

"Ain't never gonna stop, I reckon."

They maneuvered an engine from overhead into the forward compartment of one more car, then released the engine from suspension. The worker with the Afro hairdo put his head close to Rollie's. "You want this here line stopped? I mean it, man." Out of sight of others, he opened his fist. In his palm was a four-inch steel bolt.

"Do like I say. Drop it there!" He pointed to a groove in the concrete floor which housed the assembly-line chain drive, an endless belt like a monstrous bicycle chain that ran the length of the line, impelling the partially completed cars along. At various points the moving chain drive sank underground, rose through floors above or simply changed direction. Whenever it did, it clanked over cog points.

What the hell, Rollie thought. Anything to pass the time. He took the bolt and dropped it into the groove.

Nothing happened immediately, except the bolt moved forward down the line. But suddenly, without warning, without jolting, the line stopped.

For perhaps ten seconds there was a lull. Then bedlam. Alarm bells clanged. Shouts resounded. A siren wailed faintly, then increased in volume, growing nearer.

The older hands who had watched, surreptitiously, the exchange between Rollie and the worker with the Afro hairdo knew what had happened. From Rollie Knight's work station the nearest chain-drive cog point was a hundred yards forward on the line. When the bolt had reached the cog, it had jammed between cog and chain. Something had to give. The link broke. The chain drive parted. The assembly line stopped. Instantly seven hundred workers were left idle.

More seconds ticked away. The siren was nearer, louder, traveling fast. Hurtling around a bend in the building, a yellow repair truck with flashing red beacon tore past Rollie's work station, its siren at crescendo, and stopped where the break had happened. The three-man crew tumbled out.

In any car-assembly plant an unscheduled line stoppage is an emergency, taking second place only to a fire. The objective is to restart the line first, ask questions after. The emergency crew located the chain-drive break, cut free the broken link and welded in another. The line was restarted. Seven hundred employees, most of them grateful for the respite, resumed work.

From stoppage to restarting four minutes, fifty-five seconds had passed. Five cars had been lost—thousands of dollars.

Situation #6

Sabotage

1. Why was Rollie so tired after only one day on the job?

2. If you were in Rollie's place, would you have been influenced as easily as he was by the second worker?

3. What were the results of Rollie's dropping the bolt through the hole in the floor?

4. Why was it considered an emergency when the line stopped?

5. How long was the line stopped?

6. What were the results of the stoppage caused by Rollie?

7. Other than the loss of the three cars, what other losses to the company were caused by the stoppage?

8. What do you think the company should do with the saboteur's?

Idea File
Social Studies
#48

"Quandary: A Simulation Game"

Overview - Students assume adult roles who react in various ways to the proposed construction of a 600 unit apartment complex next to an upper middle class residential neighborhood.

Grade - 7 - 12

Course/Subject Matter - State and Local Government, Urban Geography, Land Usage

Objectives - See simulation pages 3 - 4.

Materials - Quandary

Instructional Plan - See simulation

QUANDARY

A simulation Activity for Secondary Students

Instructional Strategies

Quandary forms a simulation activity with students assuming the role of adult citizens facing the question of whether to allow construction of a 600 unit apartment house complex next to an upper middle class residential neighborhood. It requires students to sense the attitudes and concerns of a suburban community. It focuses on the question of economic growth conflicting with the desire for maintaining a healthy residential environment.

Participants receive role cards and pertinent background about Lincoln Falls and Housing Incorporated, the firm planning the Lincoln Park apartments.

Those not in the city council divide into tentative interest groups; those favoring the building project, those opposed to it, and those with no opinion at the present time. The groups prepare testimony and participate in a city council meeting to allow interest groups to voice their opinions. The hearing is presided over by one council member chosen by the entire council. Conclude the simulation activity by having the city council announce its decision regarding the granting of the building permit.

The teacher should follow up this activity with a post-game discussion of activities and occurrences taking place during the tole-playing phase. This could include post-game discussion questions such as:

> What factors did the council members take into consideration in making their decisions?
>
> What conclusions can be made regarding the people supporting and opposing the apartment house project?
>
> What compromises took place between the interest groups for the benefit of the whole community?

Financial Statistics

School Costs:

Per pupil costs (1969-70 school year) were $811.93. Estimated 1970-71 increase of 7% gives an expenditure per pupil of $868.77. With the percentage of per pupil expenditure defrayed by state and federal funds being 30.3%, current expenditure per pupil borne as city expense is $605.53.

Probable School-Age Population: LINCOLN PLAZA
Based on national average for such developments of .4 per unit (Assumption seems valid when viewed as equivalent to 1 child per two-bedroom unit plus 1 child for every fifth one-bedroom unit.) is 250. children.

Total Cost for Education would be $151,382.50, based on a per pupil cost of $605.53 for 250 children.

Extrapolated Total Burden:
(Assumptions: Total burden may be viewed as mirror image of percentate of tax revenues diverted to specified agencies. Anticipated educational costs thus provide base for extrapolation, using education as 56.2% of total municipal burden.) $269.363.88.

Anticipated Tax Revenue:
Spring Valley, an existing apartment complex, pays 54,011 taxes on an assessed value of $1,504,000. Applying the same ratio to an anticipated assessment of 4,265,000 for Lincoln Park produces an anticipated $153,175 in revenue, therefore an annual cost of $116,189.

Quandary, a learning episode, encourages examination of problems arising from metropolitan planning of land use along with suggested alternatives for their solution. It sensitizes students to a critical and persistent condition which affects people in metropolitan areas. Initial activities promote student definition of the factors creating land use problems. Quandary directs student and teacher attention to a wide range of information sources. It further suggests opportunities for social action.

Quandary forms a simulation activity with students assuming the role of adult citizens facing a complex social and economic question. It requires students to sense the attitudes and concerns of a suburban community. It focuses on the question of economic growth conflicting with the desire for maintaining a healthy residential environment.

Goals of Game

The primary concern of the teacher and students in using Quandary ought to be the development of selected inquiry skills. Successful completion of Quandary requires the acquisition, interpretation, and evaluation of data needed to draw valid conclusions. It should provide students with opportunities to examine social problems and alternative solutions to these problems. While mastery of knowledge is an important goal of Quandary, it is used as a means to promote refinement of problem-solving skills.

At the conclusion of the episode, students should have experienced the following:

A. Skills

1. Identifying, acquiring, and organizing information related to a specific social-economic problem.

2. Drawing conclusions as to the nature of social-economic problems and alternative solutions to those problems.

3. Preparing and presenting reports to fellow students.

4. Developing a point of view and attempting to persuade others to a particular opinion.

5. Expressing knowledge and ideas by writing position papers and verbalizing.

B. Knowledge

1. Factors resulting in land use conflict.

2. Selected consequences of land use for individuals and general society.

3. Suggested proposals for resolving or alleviating problems of metropolitan planning.

4. Methods used by a community in determining and resolving social problems.

5. Democratic decisions come about through compromise between conflicting social groups.

Game Description

Quandary is initiated as the students receive their identificatio tags which indicate the role they are to play during the simulation. Each role is assigned a specified number of PPS (Power Points) which can be used in influencing community decisions during the game. The number of Power Points gained during the game may also be used to evaluate students.

Students are informed that they may gain Power Points by presenti brief reports to the class, but they also may gain or lose PPS dependent upon stimulated events in the community.

In Phase I of the game, students receive a Student Handbook containing a brief description of Lincoln Falls, Housing Incorporated, followed by a summary of procedures used in the City Council and the election of candidates for public office. In addition, the Handbook includes suggested student assignments. Each student must determine his reaction to Housing Incorporated's proposal and then attempt to persuade others to his particular point of view.

Furthermore, students are provided with opportunities in Phase I to enable them to extend their knowledge of general urban planning problems and suggested solutions. Their attention is directed to key terms which require class definitions and to position papers which promote investigative skills. Students are encouraged to critique ke chapters in specialized reference books and magazine articles.

In Phase II, the students examine examples of urban planning, the factors bringing it about, and some suggestions for the solution of the problem. These activities provide an informational background for student formulation of opinions regarding Housing Incorporated's proposal. This phase is concluded by Housing Incorporated presenting its petition for a building permit to the city council. The city council proceeds to conduct public hearings, thus permitting adherents and opponents to express their views.

In Phase III, the city elects a new council. To qualify as a candidate for the city council, a student must receive support from classmates possessing a total of 200 PPS. Since no one student has sufficient PPS, it is necessary for a candidate to obtain support from other students to qualify for a city council post. In the election, the candidates receiving the most PPS are elected. This is in violation of the "one-man, one-vote" principle, but is designed to stimulate interest and to show the impact of influential groups or persons in a community.

In Phase IV, the students evaluate Quandary as a learning activit through a post-game discussion. Key questions are provided to promote student-to-student or student-to-teacher interaction.

Game Preparation

1. Quandary is designed for 32 students. However, dependent upon class size, specific roles may be eliminated or duplicated as needed. The instructor may devise other roles, dependent upon the class or the community. However, each new role should carry with it a number of Power Points.

2. Assign roles to each of the students in the class. The individual teacher is alert to the background and character of each student and thus is best equipped to determine the suitability of roles for each student. Pre-assignment of roles will save class time, as student determination of roles occupy the major part of one class period. Student selection of roles generally results in clique arrangements. If students wish to exchange roles after initiatory activities, it may be permitted with teacher approval. (Teacher's note: If students resent teacher dictation, you may permit students to choose roles or let them draw roles by chance.)

3. Prepare a City Profile Chart. This may be duplicated by a single ditto master or on a sheet of tagboard (24" X 36"). A teacher with more or fewer than 32 students should make the necessary adjustments on the Profile Chart.

4. Prepare student identification tags. Use information as indicated on City Profile Chart and individual role descriptions. It is suggested that 3" x 5" or 4" x 6" cards be used as shown.

Community Role Age ______PPS

Role Description

5. Duplicate these forms in class quantities. (It is suggested that a Thermofax or Xerox ditto process be used if available.)

    a. Community Housing Survey
    b. Student Handbook

6. Check on the availability of student learning materials related to urban renewal program.

7. The furniture in the classroom should permit a degree of flexibility in terms of class arrangement. Quandary calls for a variety of class activities, including traditional class recitation-discussion, small group conferences, city council meetings, campaign headquarters, and polling places.

8. It is suggested that a large map of Lincoln Falls be drawn on either the blackboard or on a large sheet of tagboard. While the students will have an individual copy, a large map for class reference proves helpful.

Post-game Discussion

1. Does the council's decision truly represent the will of the people

2. What factors did the council members take into consideration in making their decision?

3. To what extent did personal opinion affect the council's decision?

4. In a real-life situation, would the residents of a community become as concerned as the people of Lincoln Falls became over the proposed apartment house complex?

5. What conclusions can be made regarding the people supporting the apartment house project?

6. What conclusions can be made regarding the people opposing the apartment house complex?

7. What did the proponents of the factory list as their reasons for supporting the building project?

8. What did those opposing the building project list as their reasons for opposition?

9. What actions were taken during the game by individuals and groups to express their support or opposition to the complex?

10. What was the goal of each candidate for public office and those supporting the candidates had hoped to achieve?

11. What personal interests of community members influenced individuals' actions during the game?

12. What possible political results could come from the city council-mayor election results?

13. What is the quandary Lincoln Falls faced during the game?

14. What compromises took place between the interest groups for the benefit of the total community?

15. What compromises could have taken place for the benefit of the total community?

Housewife: She is a resident of the affected neighborhood. President of a neighborhood group formed to "stop that damned apartment house." The group is afraid tax assessments will be made in order to widen streets leading to the apartment complex.

Housewife: Wife of mayorial candidate, she is opposed to the apartment because it is a political issue her husband opposes, and he is counting on anti-apartment house support to be elected mayor.

Housewife: Is the wife of an energetic insurance salesman. She has never gone to college, and they do not have any children of their own. Both she and her husband see all college students as "hippy types," even though he solicits the college students to buy insurance policies

Housewife: Resident of the affected neighborhood, she has unsuccessfully run for a position on the school board promising to lower school costs for the community. She feels education has too many frills already, and she is astute enough to perceive the additional educational costs to the community if Lincoln Plaza is built and occupied.

President of Savings and Loan Corporation (Male): Member of city council. Does not hold any strong feelings either way on the issue. Wants to hear both sides before making his decision.

Industrial Worker (Male): Does not have any strong opinion on the issue, but he is interested in how his councilman votes regarding the building permit. His hobby is studying the local political scene.

Public School Social Studies Teacher (Male): Does not have strong feelings either way on the issue. His high school geography class is currently involved in a local study of urban land use, and he is keenl interested in gathering information useful for his class. Many times he takes an unpopular viewpoint to spark discussion at public meetings

Real Estate Salesman (Male): Sees both good and bad aspects of the proposed apartment complex. Wants to hear all views before deciding his stand. He is the Democratic Precinct Committeeman for his ward.

Local TV Newscaster (Male): The TV station tends to take a liberal viewpoint in most of its broadcast editorials. He is planning a serie of nightly editorials regarding the apartment complex. Considered by his superiors to be an expert at asking pinpointed questions.

Advertising Executive (Female): A very practical businesswoman, she prefers to get a "grass roots" opinion about a company before she allo her company to advertise a product or service. She has been approache by Housing Incorporated to locally advertise the complex. However, she does not want to advertise a company which is unpopular with her other customers.

Veterinarian (Female): She does not have any strong feelings toward the issue, however, many of the pets she takes care of belong to people living in the affected residential area. She wants to see how the "political winds" blow so she does not make a statement unpopular with her customers.

Interior Decorator (Female): Specializing in new single family dwellings and apartment complexes, she plans to submit a bid for decorating the apartments' interiors.

Car Wash Owner (Male): Owns and operates a four-stall automatic car wash on highway west of town. Owns the adjoining property and could expand his operation to eight stalls if the volume of business increased in the future.

Electrician (Male): Owns and operates a small electrical shop employing one full-time sales person and four journeymen electricians. Plans to bid on electrical work for the apartment house complex.

Owner of Men's Ready-To-Wear Store (Male): Owns and operates a fashionable men's clothing store in University Mall Shopping Center. Has noticed a decrease in volume of sales the past year. Is considering laying off one of his salesmen.

Bank Loan Manager (Male): In charge of granting personal loans at local bank. The bank belongs to the Federally Insured Student Loan Program, an association of colleges and universities which jointly lend money to students to finance their education. The loans must be paid back in full with interest, but payment does not begin until the student graduates from college.

Filling Station Owner (Male): Owns and operates a gasoline station on an intersection near the university. Recently he has entered into a franchise renting over-the-road trucks and trailers for people moving in and out of the community.

Stock Broker (Male): Feels Housing Incorporated's construction project is not suitable for Lincoln Falls because the community does not draw working class people. Also, he sees the university setting stricter rules about students living off campus because three dorms are not presently filled.

Building Contractor (Male): Has just finished construction on a complex of townhouses located near the highway west of town. He sees the new apartment complex as stiff competition for selling his townhouses. Also, he lives in the neighborhood adjacent to the proposed building site.

University Professor (Male): If the apartment complex is built, it will border his rear boundary line. He is the Republican precinct committeeman, and he fears the young people occupying the housing units would jeopardize his Republican stronghold. Feels strongly that Lincoln Plaza will become another "Sin City."

Lawyer (Male): He is a homeowner in the exclusive residential area. Purchased his home ten years ago for $28,000. The estimated real estate value on his home now is $39,500. He fears the apartment complex will lower his property value.

Dentist (Male): Member of the city council. Ran on the platform with three other men who wanted to stop the policy of "spot zoning." Feels the property owner should be protected from zoning policies which woul have a detrimental effect on property values.

Antique Dealer (Female): She does not have any strong opinions regard ing the issue, but many of her best customers live in the residential area adjacent to the proposed apartment complex. However, she is a member of the city council and must work for the general welfare of the community.

Beauty Salon Owner (Female): Although she does not have any strong feelings about the issue, a few of her regular customers live in the affected residential area. Her husband's political interest has cause her to be active in local political matters.

Owner of Gift Shoppe (Female): She does not have any strong feelings either way toward the issue. However, once her mind is made up to support a viewpoint regarding an issue, she contributes significant amounts of money for local candidates who express her viewpoint.

Mayor: This person's responsibility will be to chair the open city council meeting and to run for re-election if they so desire.

City Council Members (6 in number): Their job is to listen to various viewpoints expressed at the open city council meeting, run for re-election if they desire, and make the final decision whether to grant the building permit to Housing Incorporated.

Housing Incorporated Representative: This person represents the devel ment company at the open city council meeting. This person does not receive or gain PPS, rather, this person is evaluated by how many people can be persuaded to support the new apartment complex and the explainations given at the open city council meeting.

CITY PROFILE CHART

City Roles	Student Names	PPS
Lawyer, Civil Liberties Union (Female)		
President of Newcomer's Club		
Doctor (Female		
Director of Private Nursery School		
Interior Decorator		
Car Wash Owner		
Electrician		
Owner of Men's Ready-To-Wear Store		
Bank Loan Manager		
Filling Station Owner		
President of Savings and Loan Corp.(Male)		
Industrial Worker		
Social Studies Teacher		
Real Estate Salesman		
Newscaster for local TV Station		
Advertising Executive (Female)		
Veterinarian (Female)		
Antique Dealer (Female)		
Beauty Salon Owner (Female)		
Owner of Gift Shoppe (Female)		
Stock Broker		
Contractor Building		
Teacher		
Lawyer		
Dentist		
Housewife		
Housewife		
Housewife		
Housewife		
Housewife		

Vital Statistics

SCHOOL COSTS:

Per pupil costs (1969-70 school year) - $811.93 Estimated 1970-71 increase (7%)

Current expenditure per pupil - $868.77

Percentage of per pupil expenditure defrayed by state and federal funds (30.3)

Current expenditure per pupil borne as city expense - $605.53

PROBABLE SCHOOL-AGE POPULATION: LINCOLN PLAZA

Based on national average for such developments of .4 per cent unit (Assumption seems valid when viewed as equivalent to 1 child per two-bedroom unit plus 1 child for every fifth one-bedroom unit.)

TOTAL COST TO MUNICIPALITY FOR EDUCATION

Per pupil cost of $605.53 for 250 children - $151,382.50

EXTRAPOLATED TOTAL MUNICIPAL BURDEN

(Assumptions: Total municipal burden may be viewed as mirror image of percentage of tax revenues diverted to specified agencies Anticipated educational costs thus provide base for extrapolation, using education as 56.2% of total municipal burden.) $269,363.88

Community Housing Attitudinal Survey

Listed below are 12 statements describing changes taking place in most suburban communities. If these developments took place in your own neighborhood, we are interested in your opinion toward the favorability or unfavorability of the changes for the area in which you live. Indicate your reaction by circling the following keyed responses after each statement.

	Highly Favorable	Favorable	No Opinion	Unfavorable	Highly Unfavorable
1. A family of five moves in house recently purchased.	1	2	3	4	5
2. A local construction contractor builds a duplex (two apartments in the same building) across the street.	1	2	3	4	5
3. A family of eight, with both parents working, rents the house next to yours.	1	2	3	4	5
4. A minority family buys the house behind yours.	1	2	3	4	5
5. A filling station is constructed a block away from your home.	1	2	3	4	5
6. A fourplex apartment house is built next to the duplex.	1	2	3	4	5
7. A 40-unit shopping center is built two blocks away from your home.	1	2	3	4	5
8. A family starts up a small neighborhood grocery store in part of their home.	1	2	3	4	5

		Highly Favorable	Favorable	No Opinion	Unfavorable	Highly Unfavorable
9.	A black family buys a house on your block.	1	2	3	4	5
10.	A nation-wide housing corporation wants to build a six hundred unit complex at the end of your street.	1	2	3	4	5
11.	A laundrymat is built on the corner, one-half block from your home.	1	2	3	4	5
12.	After the owner dies, an older home in the neighborhood is rented out to college students.	1	2	3	4	5

Quandary Events

The events described below occur during the course of Quandary and result in the gain or loss of Power Points for individuals in each case. The instructor should relate the event orally to the class and announce the individual roles affected.

1. The city building inspector condemns ten homes near the university as unsuitable for occupancy. College students, married and single, are living in them.

2. The university finishes construction of a low cost married student housing complex.

3. A new city ordnance goes into effect which requires all rental property to be inspected once a year. Existing rental property owners must apply for a permit to continue renting their units which also requires inspection prior to the granting of the permit

4. Due to an economy drive by the federal government, scholarships to college students are kept at the present level.

5. In order to curtail the inflationary spiral of the American econom the Federal government imposes a wage, price, and rent freeze designed to hold prices at their present level.

6. To meet the growing number of school-age children resulting from the steady increase of Lincoln Falls population, additional teachers must be hired by the local school board.

7. Johnson Industries, a local engineering concern, receives a government contract to develop a new trajectory system for space flights. The company will be required to hire additional scientists and engineers.

8. The Supreme Court of the United States decides present practices by realtors toward minority groups are unconstitutional.

(The instructor is encouraged to devise similar simulated events and determine the gain or loss in PP's for individual roles).

S-4-380

PROJECTED LOCAL BURDEN

LINCOLN PLAZA 1970-1971

City Schools	Other Services
$151,382.50	$117,981.38
$269,363.88	

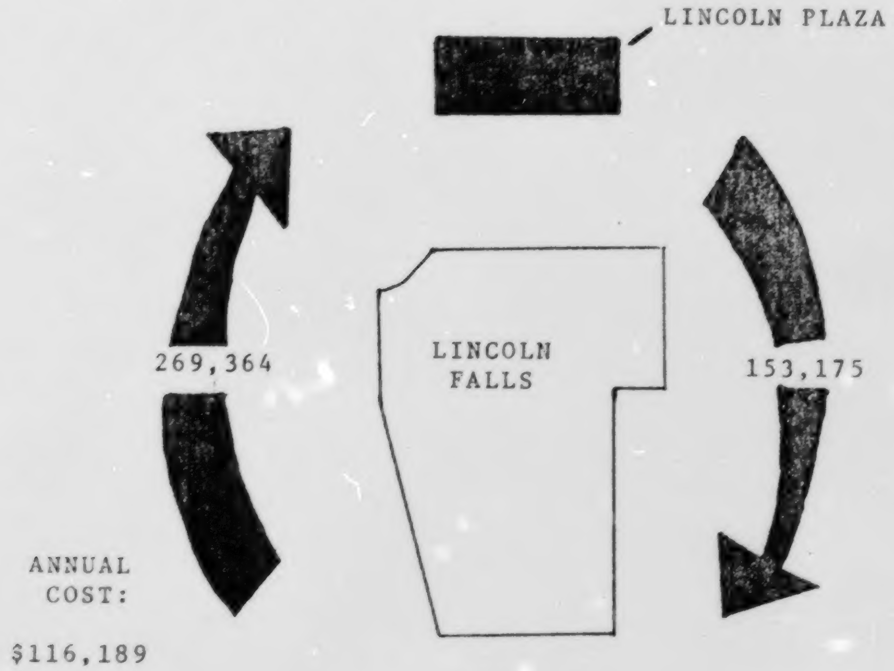


Figure 2

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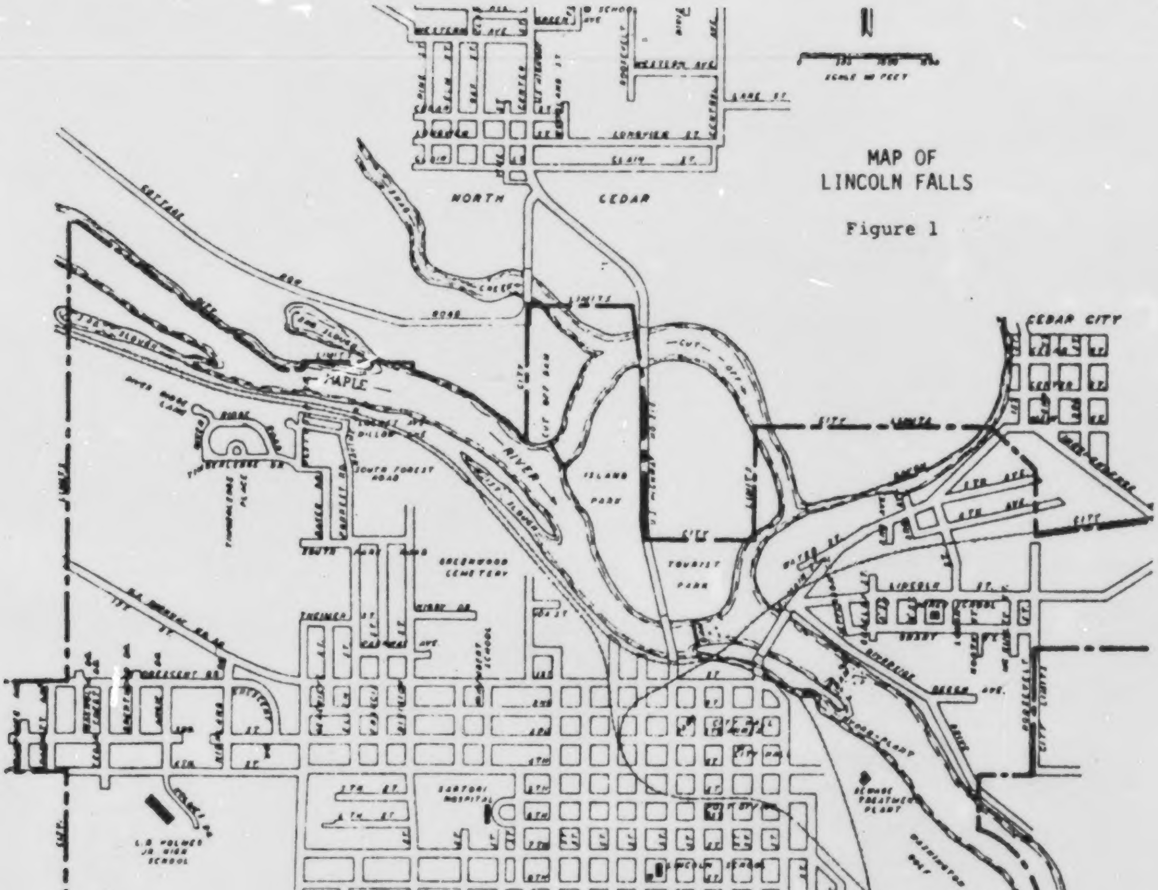


MAP OF LINCOLN FALLS

Figure 1

Situation

Lincoln Falls, with a population of 33,879, is located within commuting distance of Central City, a city with 200,000 residents. The community of Lincoln Falls specializes in serving its residents with typical mercantile and service establishments found in suburbs of similar size. However, the community also functions as an upper middle class suburb for professional and management personnel working in Central City. Approximately thirty percent of the working population commute each day to jobs in Central City.

Politics in Lincoln Falls has been described as conservative in orientation. Due to responsible and efficient precinct committeemen and women, the Republican Party has produced a substantial majority counterbalancing Democratic precincts in Central City. In fact, the Republican County chairman and state Republican leaders count on Lincoln Falls to provide the necessary vote majority electing Republican local and state representatives.

The economic structure of Lincoln Falls is based upon three primary sources: consumer spending from those residents working in Central City, those residents working in small industrial factories in Lincoln Falls, and from owners and employees in community mercantile and service businesses.

Socially, Lincoln Falls is middle class. No slum areas exist in Lincoln Falls, and the community has no black families owning property within the city limits. Recently a new exclusive housing development built its own swimming pool and golf course. The median family income is $13,500.

Lincoln Falls is the home of a state university. Until five years ago, this institution had been a teachers college with its largest enrollment reaching 6500 students. Since attaining university status, student enrollment has jumped to about 12,000 students, of which 1,220 are graduate students.

Four years ago, Housing Incorporated constructed a 250 unit apartment complex adjacent to the campus. Rental rates were set low enough to effectively compete with dormitory rates on campus. The average student, living in university dormitories, paid $390 per semester for room and board. Rental units in the first complex ranged from $120 per month for a one-bedroom apartment to $180 per month for a two-bedroom unit. The significant difference lies in a group of students could share the cost of an apartment whereas each student paid the full $390 per semester for a dormitory room. As a result, the university noticed a moderate decline of upper classmen living in the dorms.

Criticism of the apartment complex soon began to be heard. Police answered numerous complaints regarding loud parties, minors drinking alcoholic beverages, and male and female students sharing apartments. The complex was soon renamed "Sin City."

Housing Incorporated

During the past several months, representatives of Housing Incorporated, a national housing construction company, have met discretely with members of the City Council and Chamber of Commerce. Housing Incorporated desires to build a second apartment house complex in Lincoln Falls because of the community's constant growth rate and the future expansion of university facilities and staff involved in adding the doctorial program to the institution's curriculum. Company executives believe Lincoln Falls will continue to grow in population because of the economic potential of the community and Central City. Also, they have noted the increased support by residents throughout the state toward legislators who declare this university has not received its full share of appropriations from the state legislature. Housing Incorporated officials expect the university to be granted a proportional money increase during the next five years to maintain present programs and add a doctorial program.

Company negotiators have stressed the financial importance of the apartment house complex to members of the City Council and Chamber of Commerce. Immediate financial rewards are described as considerable because the estimated building cost is $5,000,000. Further, a substantial portion of the total cost will stay in the immediate area. Plans are to submit construction bids to local contractors rather than including out-of-town companies.

Future tax benefits have also been described to selected members of the community, particularly three city council members. They were elected primarily on their promise to lower property taxes. They see this project as a means of keeping this promise because the annual city and school taxes for the apartment complex are projected at $150,000.

Chamber of Commerce officials see this building project as good advertising material for promoting Lincoln Falls' future growth.

City Council Election Instructions

In a democratic society, each qualified voter is eligible to seek election to public office (certain offices contain age restrictions). All students involved in Quandary are qualified to circulate nomination petitions for election to the City Council. However, in a practical, real world situation, a candidate for public office needs the support of other individuals or groups if he hopes to be successful. Thus, in Quandary, office seekers must obtain the support of individuals with a combined total of 200 Power Points for each of the Council member candidates.

Those interested in public office seek the support of those who are most likely to agree with them. And citizens generally support the candidates who are most likely to carry out their ideas. It is not a good idea to sign a candidate's petition unless you are sure of the candidate's position on public issues.

In circulating nomination petitions, either the prospective candidate or a campaign manager may obtain the signatures of supporters. After the petitions have been completed, a ballot will be prepared to assure a secret election. Although in a real society, each citizen possesses one vote, in Quandary, the citizen has as many votes as he has Power Points. The Power Points reflect the number of persons and their decisions that the individual may affect in resolving social questions.

Idea File
Social Studies
49

"Accomplishments Of Three Blacks In Iowa's History"

Overview - Students are acquainted with three biographies and seek to identify the accomplishment made by these persons.

Grade - 7 - 12

Course/Subject Matter - Iowa History, Black History, U.S. History

Objectives - (1) Students use primary sources to gather information.

(2) Students compile the accomplishments these three people made to Iowa's development.

Materials - The biographies of Walter Butler, Alexander G. Clark and S. Joe Brown and follow-up questions.

Instructional Plan - Students read the three biographies and complete the follow-up questions. Then, the teacher can conduct a class discussion comparing and contrasting the individual's accomplishments.

INTRODUCTION

Black men and women played a relatively small part in the overall development of Iowa. However, the histories of some Blacks living in Iowa show how they took an active part in local, state, and national activities. Three biographies illustrate the kinds of accomplishments some Blacks made to Iowa and the United States. These biographies are also significant because, while most immigrants to the United States faced difficulties just for survival, the Blacks were the only ethnic group to experience slavery.

Walter Butler

Walter Butler and his family arrived in Iowa City, Iowa, during the summer of 1839. After receiving a trade license from the Johnson County commissioners, he opened a tavern in that city. He soon expanded his enterprise by buying lot 5 in block eighty for the price of $300. This lot was on Clinton Street across from Capitol Square. Butler built a frame hotel there, and a year later purchased the lot next door, on the corner of Clinton and Washington, for $800.

By February, 1841, Walter Butler's business operation was large enough for him to be given the contract for building suitable quarters for the Iowa Legislative Assembly. This building, the first Capitol for Iowa, was built in Iowa City on Washington Street to hold the legislature while the Stone Capitol was being built.

The wood for the stout frame building was hand-cut in the forest and the lumber was rip-sawed by hand.

The building was completed in time for the 1841 Legislature. In December of that year, General Van Antwerp, wrote in the Iowa Capitol Reporter the legislators passed a vote of thanks to Walter Butler for making the building ready for their use.

Unfortunately, Walter Butler ended up paying the construction cost himself. The territorial governor, John Chambers, vetoed both a legislative bill to pay Butler $750 for the use of the building and an act that would have given Walter Butler two Iowa City lots as partial payment for his services.

In February, 1843, the Legislature did provide him with $325 for the use of the library room and storage room, for removing some furniture to the Stone Capitol and for rent for a secretary's office.

Walter Butler also served as a person of security for Francis and Morice Reno, two free Blacks. This bonding was required by a law regulating "Blacks and Mulattoes" passed January 21, 1839.

ALEXANDER G. CLARK

1826, February 25	Born in Washington County, Pennsylvania. Received a limited education there.
1839	At age 13, he was sent to Concinnati, Ohio, to learn the barber's trade under an uncle, William Darnes. He attended school at different periods during the next two years.
1841, October	He left Cincinnati and went south on the steamer *George Washington* as a bartender.
1842, May	He came to Muscatine, Iowa (then Bloomington) and opened a barber shop.
1842-43, Winter	The only record of any activity of Clark's in the Underground Railroad was made by J. P. Walton in a public speech in March 1882. Walton told of Mrs. S. E. Hughes and Clark hiding a runaway slave named Jim White, and aiding in his escape.
1848, October 9	He married Miss Catherine Griffin of Iowa City.
1849, September	He purchased Lot 1, Block 55 from William Smith Allen.
1849	He was one of the group who founded the African Methodist Church in Muscatine. (One of the earliest on the west side of the Mississippi.) He formally joined the A.M.E. Church in 1850, served as a member of the Board of Trustees, Steward, and was Superintendent of the Sabbath School until he left for Liberia.
1851	He became a member of the Masonic Order by joining Prince Hall Lodge, No. 1, Saint Louis, Missouri. During this period he acquired timber land near Muscatine, and began to sell wood for fuel to steamboats going up and down the Mississippi. The profits were reinvested in real estate. Tax records show that he paid taxes on several thousand dollars worth of property yearly, and was one of the larger taxpayers in Muscatine.
1863	He enlisted in the 1st Iowa Colored Volunteer Infantry, received the appointment of Sargeant-Major, was refused muster because of physical disability. Became active in gathering recruits for Union.
1867, September	Susan V. Clark (age 12) was denied admission to School #2 in Muscatine by the principal, M. Y. Hoopes. This led to a series of law suits registered as Susan V. Clark by her best friend, Alexander Clark, vs. the Muscatine Bd. of Education. The case continued to the Supreme Court of Iowa, where the decision was made in July, 1868, granting Susan Clark, and all children regardless of race, religion, nationality or appearance, the right to attend Common School in Iowa.

1868	He was arched, knighted, and elected Deputy Grand Master of the Grand Lodge of Missouri, becoming Grand Master after the death of H. M'Gee Alexander on April, 20, 1868. His jurisdiction extended over the states of Missouri, Iowa, Minnesota, Tennessee, Arkansas, and Mississippi.
1868, February 12	He was chairman of, and spokesman for, the committee at the first convention of colored men held in Iowa. This led to political equality for the colored men of Iowa, proclaimed as part of the Iowa Constitution on December 8, 1868, two years before the ratification of the 15th Amendment to the U. S. Constitution.
1869, January	During a convention in Muscatine, December 31, 1868, Clark was appointed a delegate to the Colored National Convention held in Washington, D. C. At the National Convention he was appointed to the committee which called upon President Grant and Vice-President Colfax to extend to them the congratulations of the colored people of the United States.
1869, June	He was elected Grand Master of the Grand Lodge of Missouri (colored) Masons.
1869, June	He attended the Republican State Convention of Iowa where he served as one of the Vice-Presidents.
1869, October	He was delegate to the Most Worshipful National Grand Compact of Masons (colored) for the U. S., held at Wilmington, Delaware.
1870	He was a delegate to the Republican State Convention of Iowa, and a member of the committee on resolutions. His eloquence led to the title "the colored orator of the west" and to speeches across Iowa and many states in the west and south.
1872	He was elected Grand Secretary of the Grand Lodge of Missouri (colored) Masons.
1872	He served as delegate-at-large to the Republican National Convention in Philadelphia.
1873	He was appointed chairman of the committee on foreign correspondence for Grand Lodge of Missouri.
1873	He was appointed consul at Aux Cayes, Haiti, by President Grant, a position which he refused because of the meager stipend.
1874	He was re-elected Grand Master of the Grand Lodge of Missouri.
1876	He represented an Iowa convention of colored people at the Centennial Exposition at Philadelphia, to which he was sent for the purpose of preparing statistics for the colored race.
1876	He was appointed an alternate delegate from Iowa to the National Republican Convention in Cincinnati.
1878, June 31	The frame house, on the corner of 3rd and Chestnut Streets, originally built by William Brownell of lumber shipped from Cincinnati, and purchased by Clark in September, 1849, was destroyed by fire between 1 and 2 a.m. Prowlers were seen around the house about 1 a.m. Half of the house was occupied by the Clark family, the other half by the Michael Fitzpatrick family. Plans were announced July 22, 1878, to rebuild on the site. At this time the family moved to the frame house facing Chestnut Street on the same lot.

1879, September 4	Catherine Griffin Clark died in Muscatine.
1881, April	Clark applied to President Garfield for a State position. (Garfield was mortally wounded shortly after the interview.)
1881, September	He was one of the eight lay delegates from the U.S.A. to the Methodist Ecumenical Conference which was held in London. (He was elected as the delegate from the A.M.E. Church in St. Louis, March, 1880.) Four Methodist Bishops; four elders, and four lay delegates attended. Bishop Carr, South Carolina A.M.E., formerly of Muscatine was the alternate delegate. Clark sailed from Philadelphia on August 3 or 10.
1880's	He was editor of the Chicago newspaper The Conservator.
1883, September	He entered the University of Iowa at age 57, and graduated the following June (1884) with an L.L.B. degree.
1884, June 20	He was admitted to practice law by the Muscatine County Bar Association during a session of the Muscatine Circuit Court. Judge William F. Brannon introduced the motion. This admitted Clark to practice law in all the Courts of the State of Iowa. On June 23, 1884, he was honored at a banquet given by the Bar Association.
1884, July 18	He opened a law office at 194 S. Clark St., Chicago.
1884-1885	He supervised an exhibit of the colored people of Iowa at the New Orleans Fair.
1887	He sold The Conservator.
1887, July 18	He was chairman of the meeting at which two groups of Black Masons in Iowa were united.
1890, August 8	Clark was appointed by President Benjamin Harrison as Minister and Consul-General to Liberia at an annual salary of $4000 plus stipend.
1890, September 16	Clark was honored at a Muscatine celebration. (His bond was reported as $5000 (largest ever raised in Muscatine) with four cosigners worth collectively over $1,000,000.
1890, October 2	He was called "one of the leading colored men of the nation" by The Advance.
1890, November 5	He took over his office as Minister and Consul-General at Moravia, Liberia. No official communication was ever received from him.
1891, May 31	He died at Moravia, Liberia.
1892, February 16	Honorable Alexander C. Clark was buried at Greenwood Cemetery, Muscatine.
1893, September 16	Newspaper reports that Dr. E. B. Fulliam had purchased Lot 1, Block 55 from the Clark heirs. The lot is reported as having one double-brick house and one double-frame house on it.
1940, May 31	Centennial Ediction Muscatine Journal reviews Clark's appointment.
1958, February 25	Muscatine's Mayor Walter J. Conway declared Feb. 25, 1958, as Alexander Clark Day.

FROM "HANGMAN'S HOLLOW" TO A CHAIR OF GREEK AND 46 YEARS AT THE IOWA BAR

This is a story of a Negro boy, S. Joe Brown, who was born in the obscure little village of Keosauqua, Iowa, just ten years after the close of the Civil War, in the undesirable section of the village called "Hangman's Hollow," because in this vicinity three horse thieves had been hanged just ten years previous, and shortly after his father and mother had driven into Iowa from Caloway County, Mo. in a covered wagon drawn by two frail oxen.

His Preparation

In her endeavors to assist her husband to support a family of six children of which Joe was the youngest, his mother did housework for many of the white families of the village, among which were those of several prominent lawyers and from this contact conceived the notion which she often expressed in his hearing that she would like for her boy Joe to become a lawyer when he grew up.

When he was but ten years of age his family moved from Keosauqua to Ottumwa, Iowa, where he lost both father and mother before he arrived at the age of fourteen and before he had entered high school; but impelled by the oft expressed ambition of his sainted mother that he should be a lawyer, he determined to find employment in some job that would enable him to earn his way thru high school, which he found in the job of half night bell boy in the old La Clede Hotel, whose proprietor, Mrs. Eugene Talbott, gave him his board and room and one dollar per week and allowed him to attend the Ottumwa High School from which he was graduated with the honor of Class Orator in June 1894, being the first Negro boy to finish from this High School, and being the only Negro in the class.

It happened that in his senior year one of his teachers, Miss Gwen Griffith, who had noted his industry and promise for the future, inquired of him what he planned to do after graduation and he confided to her the ambition of his deceased mother; but added that he had no money and no friends to assist him and thought he would have to end his education and look for a full time job upon which he could earn a livelihood. Miss Griffith informed him that her sister's husband, Emlin McClain was then dean of the Law College of the State University at Iowa City and that she would try to get him to secure a part time job for him in Iowa City, where he might attend the Law College, which she did, and early in September 1894, Joe packed all his belongings into an old hand bag that had been given him at the Hotel and set out for Iowa City with the sum of $40 in his pocket, being every dollar he possessed.

He secured the job, that of porter in the old Kirkwood, now the Berkley Hotel, but when he went to register, very much to his chagrin, the tuition in the Law College was $50 per year payable in advance and he had only $40.

Through the intervention of old Dean A. N. Currier, now deceased, he secured a free tuition in the College of Liberal Arts and entered this department not through choice but because he had to choose between this and a return home and having given up his job at the La Clede Hotel in Ottumwa and having one in the Kirkwood Hotel in Iowa City, he chose to remain and try the Liberal Arts course, and here although working in the menial capacity of a hotel porter and being the only Negro student in the entire University he became so popular as a student that he was elected secretary of his class in his Junior year, the year his class published the illustrated Annual later dubbed the "Hawkeye" and in his senior was elected one of the four young men and six young women elected to the honarary scholarship society of Phi Beta Kappa, being the first Negro thus honored west of the Mississippi River and the only one from this particular University even to this date.

During his senior year in the University, he combined with his Liberal

Arts work and his porter work enough study in the Law College to enable him to have completed half of the Law Course by the end of his Liberal Arts course and he had hoped to remain in the Law College another year by which time he should have completed that course also; but the failure of the health of his only sister compelled him to forego this ambition and accept a position as principal of the only school in Iowa, at Muchakinock, where a Negro could teach, which duties he entered upon in September 1898.

In 1902 he was recalled to the University and received his A. M. in Constitutional Law, being the first Negro to receive an advanced degree at this institution.

Is Made Professor of Greek and Latin

After having spent a year in this position of Public School Principal, this child of "Hangman's Hollow" at the early age of twenty four years was called to the professorship of Greek and Latin in Bishop College, at Marshall Texas, succeeding Professor J. R. E. Lee, who had just been called to the Principalship of the Academic Department of Tuskeegee; and in October 1899, he gathered together his High School Diploma, his College Diploma, his Phi Beta Kappa certificate and the small library which comprised his entire belongings and boarded a train for Marshall, Texas, where he had decided to spend the remainder of his life as a teacher either in Bishop or in some other southern institution of learning, somewhat crushed in spirit that a native son of Iowa with all the honors that her State University could afford was compelled to become an exile in order to use the education his native state had given him.

The work at Bishop College proved quite fascinating and his service quite satisfactory; but the ambition of his deceased mother that he should be a lawyer so haunted him that after one year of service there he resigned his professorship and in September 1900 returned to Iowa University where he secured a position as custodian of a fraternity house in order that he might maintain himself while finishing his legal education, graduating in June 1901 with the highest honors in a class of one hundred forty one members, and was admitted to the bar of both State and Federal Courts.

Enters Legal Profession

It was his intention, having fulfilled his mother's ambition that he become a lawyer, to return to Bishop or some other Southern College and re-enter the teaching profession, for up to that time no Negro had won any distinction in the legal profession in Iowa; but in the old town of Muchakinock where he had been Public School Principal, was a Negro lawyer, Geo. H. Woodson, a graduate of Howard University Law School, who seemed to have a bright prospect in the profession, and who extended to him an invitation to join him which he did and for nearly twenty years thereafter they were associated professionally, Woodson maintaining an office in Muchakinock and Buxton and Brown in Des Moines. (Accompanying this sketch is a photo of Brown's first office opposite the Court house at 515 Mulberry St. which he occupied for fifteen years and which he closed in June 1917 to enter Officers Training Camp at Ft. Des Moines, where he served two enlistments in an unsuccessful effort to qualify as an officer in the now famous 92nd Division of the A.E.F.; for altho twelve years past the draft age, he felt that he had not done his duty during the Spanish American War, which broke out just two months before his graduation from the Liberal Arts College, and attempted to retrieve himself in his own estimation by volunteering for service in the World War; but was honorably discharged and is now serving as Adjutant of Lincoln (Negro) Post No. 126 of the Department of Iowa of the American Legion.

After being discharged from Ft. Des Moines, where he organized and was made president of the 17th Provisional Training Camp Lawyers Assn. comprising fifty lawyers from the various states from Connecticut to California, he abandoned his old office on Mulberry St. (of which both exterior and interior views accompany this sketch). He moved just around the corner to No. 207 Sixth Ave. into more pretentious quarters, facing one of the cities most popular thoroughfares, but in the same quarter block where he's remained for the past fifteen years and which quarters he shares with his accomplished wife who is a notary public, a past president of the Iowa Federation of Colored Women's Clubs, a life Trustee of the National Association of Colored Women, and numerous other things too numerous to mention, among which is Past International President of the Order of the Eastern Star among colored people, of which organization she has written the only history yet compiled.

His Legal Record

While he specialized in civil, probate and title matters, Attorney Brown, who prides himself upon not refusing any assignment from leading a prayer meeting to defending a murderer, has a record of criminal defenses that includes thirty first degree murder cases including twenty-four men and six women, each of whom had the gallows staring him or her in the face, yet he has never had a client hanged although one was sentenced to be hanged on Friday, March the 13th, 1903, he is still living in Des Moines and calls to see his life savior frequently. Of the other twenty-four, the six women and four of the men were absolutely acquitted while the other twenty served terms ranging from eight years to life.

As we have said he takes greatest pride in his work along the line of the protection of the civil and property rights of his clients and spends much of his time in drawing wills, contracts and other documents requiring technical legal skill and in examining and giving opinions upon abstracts of title and in perfecting defects in titles to real estate and is the only Negro member of the leading abstract company in his home city.

He never stops in his prosecution of an important case until he has secured a decision of the Supreme Court of the State, where he is more at home than in the police court.

He enumerates four cases found in the reports of the Supreme Court of Iowa in which he takes especial pride, the first being the one entitled State against Richard Williams, in which he saved the life of his client who was condemned to hang on Friday the 13th; another is that of State against John Williams, which was the first case he tried in Des Moines and which he carried to the supreme court at his own expense and without fee in order to convince the judge who had in a fatherly way advised him that he was too young a lawyer to tell an old judge that he had given an erroneous instruction to a jury and in which he succeeded in getting the Supreme Court to agree that young or old he was right and the old judge was wrong; another was one in which he caused the Supreme Court to divide into factions of four and three, the chief justice being among the three, upon the question of whether it was legal for a coffee vendor to give a cup of coffee to a white lady and to refuse to give one to Mrs. S. Joe Brown, this was the case of Susie Brown against the Bell Coffee Co.; and the fourth is one entitled Humburd against Crawford, in which he secured a verdict and judgment against the wife of the Des Moines Chief of Police, for refusing to serve a meal to a Negro and had the Supreme Court unanimously affirm the verdict and judgment.

His Religious and Fraternal Record

We have already quoted Attorney Brown as saying that he does not refuse any assignment from leading a prayer meeting to defending a murderer, the latter portion of we think is evident from his legal record cited above; but a word in explanation of the former, which is unusual coming from one so eminent in the legal profession.

The explanation is to be found in the fact that at the early age of eleven years he became a member of and has ever since continued active in the A.M.E. Church, having served in the various capacities of librarian, secretary, teacher and superintendent in the local schools of the various communities in which he has lived during these forty-four years, and in addition thereto, has served for seven years as Dist. Superintendent of teacher training and is now serving his twenty-sixth year at Superintendent of teacher training in his St. Paul A.M.E. Church of Des Moines, in which he has two classes, a first and a second year class from one of which he has graduated more than a hundred and the other which he teaches personally and is only in its third year of its history he has graduated fourteen and has four now in training which he expects to graduate in June.

In the Church proper, he has served for five years as Secretary of the Steward's Board and for ten years as Secretary of the Trustee Board, in which latter capacity he was serving at the time of the erection of the wonderful structure now occupied by St. Paul's Church which is said to be the best building erected by Negroes between Chicago and Denver and is valued at more than one hundred thousand dollars.

Not only has he been active in local and district matters, but he was Alternate delegate to the General Conference of his Church held in Chicago in 1904 and was the leader of the lay delegation from the Northwest Conference to the General Conference at Chicago in 1928; where he so impressed his knowledge of ecclesiastical as well as of civil law, upon his colleagues, that he was at the close of the session named as one of the only two laymen, not general officers, upon the Committee along with four Bishops and thirty-six elders who compiled the Book of Discipline of the Church for 1928 and was also named as the only layman, not a general officer upon the Committee of four to draw articles of Incorporation for the A.M.E. Church.

While he never sought admission into any secret society until after he was thirty-three years of age, when he was initiated into the mysteries of Masonry, he has held practically all the positions of honor in each of the five departments of York Rite Masonry with which he is affiliated, being Past Grand Master of his the Iowa Grand Lodge, Past Grand Patron of the Iowa Grand Chapter of O.E.S., Past Grand High Priest of the Iowa-Illinois Jurisdiction of Royal Arch Masons, being the first Iowa man ever thus honored, Past Grand Commander of his Iowa Grand Commandery of Knights Templar and Past International Advisor of the Heroines of the Templar Crusades, the ladies auxiliary of the Knight Templar.

He holds no affiliation in any other fraternity except the Negro College Men's Fraternity of Kappa Alpha Psi, being a charter alumni member of Gamma Chapter instituted at his alma mater, the University of Iowa in 1914. He also holds no Scottish Rite or other Masonic degrees than those enumerated above; but his zeal for the promotion of those with which he is affiliated may be inferred from the fact he has served as Chairman of the Jurisprudence Committee of his Grand Lodge in every session that he has attended since he was Grand Master (1916-1917) and has compiled and copyrighted the Cross and Crown, the only ritual of Knight Templarism being published by Prince Hall Masons; also has compiled "The Mitre", the only ritual of the order of the "High Priesthood" now in use by Prince Hall Masons.

That his religious zeal is recognized by his fellowtownsmen, white as well as black, is evidenced by the fact that for about ten years, 1920-1930, he has been the only Negro member of the Executive Committee of the County Council of Religious Education, having among its constituents about one hundred fifty Sunday schools and in which organization he is now served his four terms as Vice President.

Notwithstanding his holding of the above position of importance in interracial religious circles, when the Council of Churches of the Des Moines Area was organized in June, 1930, he was the only Negro elected to any office in this organization comprising more than fifty churches of Des Moines and Polk County, and in which he served as one of the first five directors at large: and, when the Polk County Assn. of the American Legion was launched comprising about a dozen Posts in the County of which there is only one Negro Post, he was again the only Negro elected, being made the Chaplain of that organization, which embraces several ministers and one Catholic Priest.

As might be inferred from the preceeding record Atty. Brown is not the type of a citizen who could be expected to be unusually popular in politics, yet he has a record along this line that many of a more patronizing disposition might well covet.

His first fling into the political arena was at the General Election in November, 1906, when there happened to occur a vacancy on the judicial ticket, too late to be filled by nomination, and taking advantage of this anomalous situation he announced himself as a candidate for Judge of the Polk County District Court and although then only about four years in the County, he received over five hundred votes in a contest with two former County Attorneys, one of whom the Catholic was elected; but has the distinction of being the only Negro ever voted for for Dist. Judge in Iowa.

In 1910 at the second election of City Councilman under the Des Moines or Commission Plan he became a candidate for Councilman at Large and secured more than fifteen hundred votes, being the first Negro candidate for this office in Iowa; and in 1928 he was the unanimous choice of his racial group, for the office of Judge of the Des Moines Municipal Court and was actually nominated as 7th in a field of eight candidates nominated in the primary; and although he was defeated in the finals, he received more than seven thousand votes, when there were perhaps only about two thousand five hundred Negroes qualified to vote in the election; and has the distinction of being the only member of his race ever nominated for any Judicial honor in Iowa.

Interested in Youth

His interest in youth is evidenced by the fact that soon after coming to Des Moines he organized the Des Moines Negro Lyceum, a strictly literary club composed only of high school graduates and college students and graduates, which organization in 1910 brought to Des Moines the annual session of the Inter-State Literary Assn. of Kansas and the West, which elected him its president, he being the only Iowan ever thus honored.

In 1919 he called together a group of men and organized the Crocker St. Branch of the Des Moines Y.M.C.A. of which he was for seven years the Chairman and of which he has been for two years past the Recording Sec.

In Jan., 1915, he organized and for three years thereafter presided over the Des Moines Branch of the N.A.A.C.P., which now has a membership of about five hundred and of which he is still member of the Legal Redress Committee.

In Oct., 1924, he assisted in the organization of the Des Moines Inter-racial Commission of which he was then elected and served seven years as Vice Chairman, and in 1932 was elected the first Negro chairman and in 1936 was appointed special Asst. City Solicitor in which position he worked for two years revising and compiling the City Ordinances of the City of Des Moines which later (1938) were published under the name of "Municipal Code of Des Moines".

Many younger Iowa men and women including Lawrence C. Jones, founder and Principal of the Piney Woods Country Life School, at Piney Woods, Miss., and A. A. Alexander, Civil Engineer and General Contractor, winner of the Harmon Award for excellence in business and Mrs. Letta Carey Bledsoe, late teacher of German and French in Bishop College at Marshall, Texas, point to Atty. Brown as their inspiration in their rise to the heights to which they have attained.

International Honor in Religious Education

Perhaps the greatest honor that has come to him in the field of Religious Education, which is his hobby aside from his profession, is the fact that at the session of the International Council of Religious Education, held in Des Moines in June, 1947, he was the one layman selected by the Religious Education Department of the A.M.E. Church, a denomination comprising nearly a million members, to receive the award of a deluxe copy of the "Revised Standard Version of the New Testament" with his name stamped thereon in gold and bearing the inscription:

"Presented by the International Council of Religious Education at its 21st International S. S. Convention to one person in each of the Councils 40 denominations in recognition of the basic and indispensable place of the Bible in the teaching task of the Church and in appreciation for one whose record of service in Christian Education has been most notable."

Death

S. Joe Brown practiced law for forty-eight years, a long and distinguished career. He died July 24, 1950, leaving behind a record of leadership and service.

FOLLOW-UP QUESTIONS

Write your answers in complete sentences.

1. Give examples that show Water Butler was a successful businessman in Iowa City before 1841.

____

____

____

2. What contribution did Walter Butler make to Iowa history?

____

3. Assume you are Walter Butler. Write a short letter to a relative describing your experience while trying to get paid for building the first capitol building.

____

____

____

____

____

____

____

____

____

____

4. Gives examples that Alexander Clark was a successful businessman in Muscatine.

(next page)

5. How did Alexander Clark help the Union side during the Civil War?

6. If you were an author writing Alexander Clark's life story (a biography), which of the events in his life that took place during 1869 would you write about first in your book? Second Third? Fourth?

1st

2nd

3rd

4th

7. What title was he given in 1870?

8. To which political party did Alexander Clark belong?

9. What evidence can you find that Alexander Clark was very active in his political party during the years 1870 - 1876?

10. Give examples from Alexander Clark's life that makes the following statement false: "Alexander Clark devoted his entire life to his political party. His only interest was politics."

11. At what age did Alexander Clark enter the University of Iowa?

12. What profession (occupation) did Alexander Clark enter after he graduated from the University of Iowa?

13. What honor was given to Alexander Clark by President Harrison?

14. How long did Alexander Clark serve in Liberia?

15. Why would you not go to Moravia, Liberia, to see Alexander Clark's tombstone?

16. Why did S. Joe Brown use "Hangman's Hollow" in the title of his autobiography?

17. Where did Joe Brown's mother get the idea that Joe should become a lawyer?

18. What happened after the family moved to Ottumwa, Iowa, that caused some doubt whether Joe would even go to high school?

19. How did each of the followin people help S. Joe Brown achieve his goal in life, becoming a lawyer?

Mrs. Eugene Talbott ______________________________

____

Miss Gwen Griffith ______________________________

____

Emlin McClain ______________________________

____

A. N. Currier ______________________________

____

20. Give three examples of how wer know S. Joe Brown was a highly successful student at the University of Iowa.

____

____

____

21. You are S. Joe Brown. You are applying for a teaching position at the University of Iowa in 1900. In the form below, list your work experiences that would help you get this teaching job.

EMPLOYER	POSITION	YEARS IN SERVICE

22. If you had needed a lawyer while S. Joe Brown practiced law in Des Moines, would you have hired him as your attorney?

____

Why?____

23. Write as many endings to this beginning part of a sentence as you can. "I believe S. Joe Brown was a very religious man because he . . . "

____

24. If you were the Governor of Iowa during the early 1920's, and you wanted to appoint someone to organize a state-wide youth program, why would you seriously consider appointing S. Joe Brown?

____

____

____

____

____

25. What did S. Joe Brown feel was his greatest honor in life?

____

Why? ____

____

____

Idea File
Social Studies
#50

"Blacks and Public Schooling In Iowa History"

Overview - Students read a letter written by Sarah Parker, Grinnell, Iowa, to her mother in 1860 and use critical thinking skills to analyze what happened during the event Sarah relates to her mother.

Grade - 4 - 8

Course/Subject Matter - Iowa History, U.S. History, Minorities

Objectives - (1) Students use critical thinking skills to complete the analysis questions which provide a deeper understanding of the event.

Materials - The reading, Blacks and Public Schooling In Iowa and the Analysis Questions.

Instructional Plan - The teacher duplicates classroom quantities of the case study, Blacks and Public Schooling In Iowa along with the Analysis Questions for students to read and answer the questions.

Next, the teacher can conduct a class discussion around the analysis questions to see if students were able to "read between the lines" and understand what really went on during the riot.

The Iowa General Assembly passed a law in 1847 making public schools "open and free alike to all white persons in the district between the ages of five and twenty-one years." In 1858, the General Assembly passed a school law stating that the district should provide separate schools for black children, unless the district's patrons unanimously agreed to having a non-segregated school. This law was held to be unconcstitutional because the new Constitution of 1857 created a Board of Education with authority to enact school laws. However, there were some separate schools for Blacks and Whites as late as 1874.

The following excerpt of a letter from Sarah Parker, Grinnell, Iowa, to her mother, describing a riot in Grinnell illustrates the controversy that existed in 1860 over public schooling for Blacks.

Grinnell, March 10, 1860

My Dear Mother,

Your letter, commenced on my birthday, is just received. I had concluded that you were sick, when yesterday a letter from Aunt R. came to tell me you were.

I have long been trying to write, but we have had a very interesting series of meetings, and when they closed, my eyes became sore so that I could not use them much, and am now just able to write. . . . .

If my eyes were well and I had plenty of time and room, I would give you full particulars of, what think you!—THE FIRST MOB IN GRINNELL!

Do not be astonished; it *has* been and is gone, but its effects can never be effaced from our community. You know, mother, that when the "Sons of God came to present themselves before the Lord—Satan came also among them." So it has been here.

I wrote to you Sat. eve. Sunday those whom I mentioned were received into the church. Monday evening was school meeting. To prepare you for what follow, I must relate (or write) a few facts. In the midst of our revival a Quaker brought for our safe keeping, four black men, whom the Tabor people helped to rescue from kidnappers. They were received, and offered work, as two of them wished to go back after their wives and children. They were anxious to learn and asked to go to school. Their employers consented to their going until the spring work came on. They went, but it offended many. The question—"Shall colored pupils be received in our schools?" was put to vote at the school meeting, and the ayes carried it by a small majority. One man arose in a frenzy of passion, exclaiming, "They shall *never* enter those doors unless over my dead body." Another says—"I go with you."--and still others said the same, telling the antislavery men they must come prepared to defend them if they sent the negroes on. The proceedings of the meeting on the proslavery side were beyond belief. We who were graduates of Oberlin received torrents of abuse, ladies and all. It was said that Jane and I had told we "would as soon sleep with a 'nigger' as a white person." Mrs. Augusta Bixby, the Squire's wife received her portion with us, because she is a decided antislavery and lets it be known. Mr. Cooper was called a liar to his face—he only replied "Very well." Mr. Parker silenced their slanders of Oberlin by giving them the facts. It was feared the meeting would not end without fighting—but it did.

Tuesday morning, between eight and nine, the mob came on to the school house, led by two of the most desperate men in town. The two negroes saw the proceedings and it roused their savage wrath. They armed themselves and came on, saying that if they must suffer so to gain their freedom, and have all these indignities heaped upon them after they had gained it, they might as well die at once. As the Blacks approached, the leaders of the mob went to the school-house steps with clubs, and it is supposed, concealed weapons. By much persuasion, the negroes were prevented from attempting to meet them, but it was their preference to fight their way through. They would probably have killed the leaders. Then the mob called on the officers to disarm them, but they would not, for their lives had been threatened

ANALYSIS QUESTIONS:

1. Was Sara Parker a black person or white: Defend your answer.

2. What was the topic of the school meeting on Monday night?

3. What caused one man to shout, "They shall never enter those doors unless over my dead body."?

4. What social class (upper, middle, lower) would you suspect led the opposition to the two black students going to school? Give two examples of evidence in the letter to support your conclusion.

5. Was there physical violence at Monday night's meeting?

6. What did Sarah's husband do for a living?

7. Were the two black students sincere about wanting to go to school? How do you know?

8. According to the letter, what did Sarah Parker think would happen to church congregations following the riot: How might the conflict among the church members carry over to the business and social life of the town?

Idea File
Social Studies
#51

"A Future's Wheel"

Overview - When given either a historical or contemporary event, students will try to predict future effects resulting from that event.

Grade - 7 - 12

Course/Subject Matter - Any social studies course or topic.

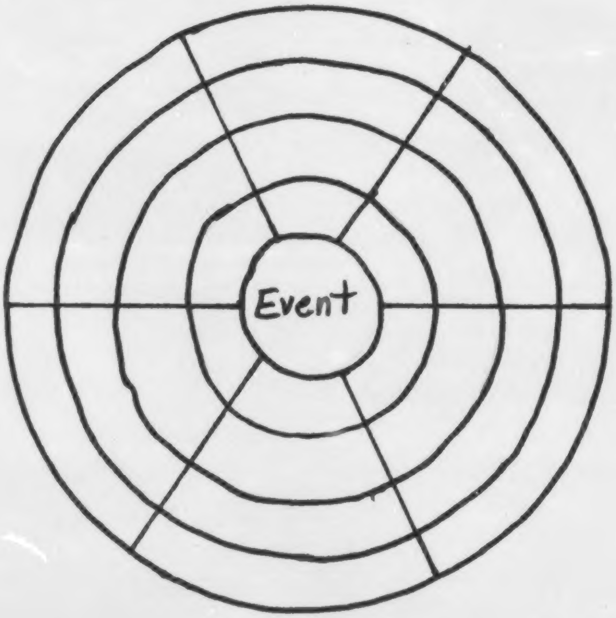
Objectives - (1) Students will gain and refine their skill in identifying cause and effect relationships.

(2) Students will gain skill in predicting future effects of a "contemporary" event.

(3) Students will gain skill in seeing a wide range of effects because of a single event taking place.

Materials - Future's Wheel Handout

Instructional Plan - The teacher picks some historical event or contemporary current event. Students study that event until they are familiar with it. Then the teacher gives students the following form:



Students try to fill in as many spaces between the wheel spokes as they can. Tell students the space in the outer rings must be direct effects of the effects listed in the inner ring, so the things listed in the outer ring are the furthest removed effects of the initial event.

Idea File
Social Studies
52

"What Should We Do With Those Overseas Colonies?"

Overview - Students use the economic theory of Mercantilism as members of the English Parliament in order to decide how best to use their overseas colonies for betterment of their empire.

Grade - 10 - 12

Course/Subject Matter - U.S. History, World History, Imperialism

Objectives - (1) Students will be able to identify the principle aspects of Mercantilism as to the roles the colonies had in relation to the mother country.

(2) Students will be able to categorize what major natural resources were obtainable in various English overseas colonies.

(3) Students will be able to diagram the flow of natural resources, manufactured goods and investments between England and her colonies.

(4) Students will be able to provide historical reasons why England passed colonial laws to insure the continued benefits of Mercantile economics.

Instructional Plan - Have students read about the Mercantile Theory of Economics in their basal texts or from other resource material. Have students state the major tenents of mercantilism such as:

(a) A nation's wealth and power was directly related to the amount of its national treasury. To increase its national treasury, nations with overseas colonies gave their colonies three roles.

(b) Colonies were the source of cheap raw materials.

(c) The colonies were captive markets for finished goods manufactured by the mother country.

(d) The colonies were places to invest surplus capital by manufacturers and investors from the mother country.

After students demonstrate their understanding of the principles of Mercantilism, have groups or individual students research the natural resources available to England from her various overseas colonies. Students should place the various natural resources/raw materials on a chalkboard chart like the following:

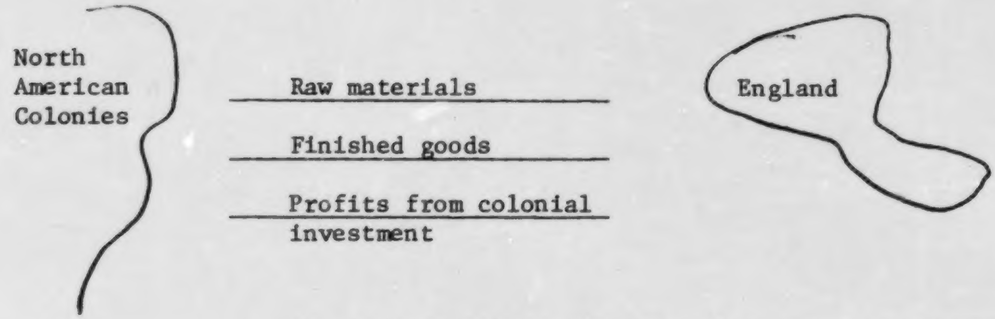
Overseas Colony	Natural Resources/ Raw Materials	English manufactured Goods

Students should identify what finished goods were or could be produced by English merchants, and place them in the chart's third column

Students should then read their basal texts or other resource material to identify the kinds of mercantile lows England passed to insure its colonies become markets for British manufactured goods. Students can chart this information in their notebooks in the following manner:

Low, Date	Major Provision(s)

Next place the following blank diagram on the overhead projector or chalkboard.



Ask students which direction the arrows should point according to the Mercantile Theory of Economics. Then ask them to write a paragraph explaining how Mercantilism benefited the mother country.

Next, tell the students they are members of the English Parliament. It has come to your attention (the teacher should assume the role of prime minister) that certain colonies are engaging in business activities illegal under present mercantile low. The teacher should itemize these abuses for student members of Parliament. It is imperative Parliament do something because the continued growth of the national treasury is being affected thereby affecting England's power and prestige in Europe.

Students should role play sessions of Parliament and suggest, debate and pass new mercantile laws that they think will stop these colonial abuses. After students have made a list of new colonial laws, they should compare theirs with those colonial laws passed by the English Parliament between 1763 and 1776.

Students can finish the activity by writing valid historial reasons for England passing new colonial legislation between 1763 and 1776.

Materials - Standard basal texts.

"Candid Camera"

Overview - Students will observe how people react to a common occurrence when things do not turn out as they expect.

Grade - 11 - 12

Course/Subject Matter - Psychology, Human Behavior

Objectives - (1) Students will record human behavior and record it under various headings.

(2) Experience an enrichment activity that goes beyond the typical textbook study of human behavior.

Materials - Video-Tape Recorder and camera and the Observation and Behavior Recorded Form.

Instructional Plan - The teacher should check out the school's Video Tape Recorder (VTR) and camera. Tell students they are going to participate in a study of human behavior. Tell students the plan is to fasten with super glue, or some other strong adhesive, a Susan B. Anthony $1.00 coin in a hallway of the school. The coin's location should be in a place where quite a few students will see it and be near a hiding place for students working the VTR equipment.

The teacher should secure permission to glue the coin to the hallway floor from the proper authorities. The night before the experiment, or early in the morning before school, the teacher or several students fasten the coin to the hallway floor. Then, arrangements for students and the VTR equipment to be in the hiding place should be made.

Students, whether rotated or not, then video tape other students' reactions to finding the coin, but being unable to pick it up. Continue taping for as long as the teacher feels necessary or until a specific time limit is completed.

Each student who reacts to the coin is given a Subject Number on the Observation and Behavior Recorded Form. Subject number should be assigned when students are back in the classroom and observing each subject's reaction to finding the coin. Then students should place a check in the appropriate behavior column behind the Subject Number.

After all subjects have been observed on tape and had their behavior checked, students should list their conclusions regarding human behavior. For example, did most subjects exhibit anger, frustration, indifference, etc., and why.

OBSERVATION AND BEHAVIOR RECORDED FORM

	Behaviors		
Subject	Anger	Frustration	Indifference
#1			
#2			
#3			
#4			
↓			

Idea File
Social Studies
54

"Crossfire: American Entrance Into World War I"

Overview - Students become American ministers (ambassador) to ten (10) European countries who must "advise" the President of the United States regarding the role of the United States regarding the role the United States should or must assume as Europe plunges toward war.

Grade - 10 - 12

Course/Subject Matter - U.S. History, European History, Peace-keeping attempts, Causes of War

Objectives - (1) Students will identify examples of Militarism, Imperialism and Nationalism in ten (10) European countries prior to July, 1914.

(2) Students will suggest appropriate actions the President of the United States should take in response to the actions of European countries.

(3) Compare their foreign policy recommendations with what the American government did before entering the war.

(4) Suggest possible peace treaty recommendations to the President and compare them with the actual peace treaty.

Materials - U.S. History textbooks and/or teacher prepared materials regarding World War I, along with the letters and forms from the President of the United States

Instructional Plan - As students begin their study of the causes of World War I, divide the class into ten (10) groups containing at least three (3) students. Each group of three students will become a diplomatic team, representing the United States, in one of ten European countries.

The teacher can either assign each group to a foreign country or let groups decide which foreign country they want to be American ambassador to. Reminder: Students are Americans who are American ambassadors to those countries, not representatives of these countries.

The ten European countries are: France, Great Britain, Germany, Russia, Italy, Turkey, Rumania, Bulgaria Austria - Hungary and Serbia.

Once student groups have picked or been assigned a European country, they should receive the letter from the President of the United States, dated May 15, 1914. Students then begin seeking evidence from library and other resources to answer as many as possible of the questions under the headings of Militarism, Imperialism and Nationalism. This evidence must be ready for the high level State Department meeting with the President.

The teacher, acting as President of the United States, conducts the State Department meeting with the American ambassadors. Everyone at the meetings should try and present as clear of a picture as to what the current conditions are in their diplomatic area for the President.

Following this meeting the teacher would want to conduct an evaluation quiz regarding the background events described by the student ambassadors. Then students should be given the letter from the President of the United States dated June 1, 1914, and the form entitled, "Foreign Policy Recommendations." Students, still in their group of three, should read the President's letter, decide what they will recommend to the President and write those recommendations on the Foreign Policy Recommendations form. Then conduct a second State Department meeting to discuss what the government action should be if any of these events happen.

Have students read appropriate sections of their basal texts or other resource material. They should compare their recommendations to the President with what President Wilson actually decided at the time.

The teacher, still acting as the President, should call a third State Department meeting to discuss whether the United States should enter the war. This meeting should be held after students have read about or are made aware of Wilson's appeal for neutrality speech in 1914, Wilson's First Lusitania Note in 1915, the Sussex Affair in 1916 and the Zimmerman note in 1917. Students should either recommend a declaration of war or continue the policy of neutrality. If the majority recommend continued neutrality, the teacher (acting as President) can override their decision giving appropriate reasons and have students read their basal texts to understand why President Wilson declared war in 1917.

Following their study of the war itself, student ambassador groups should receive the form, "Peace Treaty Recommendation." Ambassador groups should list their groups' peace treaty suggestions; then attend a fourth State Department meeting to decide on a single list of recommendations; and, finally compare their list of treaty suggestions with the actual treaty provisions signed at the Peace Conference. Students should develop historical reasons for the differences between their suggestions and what actually was agreed on by those attending the actual Peace Treaty.

American Minister To: ______________________________

From: President of the United States

Date: May 15, 1914

Mr. Minister:

I am writing to you personally rather than communicating through normal diplomatic channels due to the serious nature of the developments I am going to describe. This information must be considered Top Secret, and must be extended to members of your diplomatic corps on only a need-to-know basis.

Intelligence reports indicate the creation of strong military alliance systems in Europe will not lead to peace, nor maintain peace, among these nations. Rather, latest information seems to indicate the existence of these alliances will lead to war, since each alliance represents tremendous military power. Thus, the possibility exists that individual members may abandon caution and adopt aggressive attitudes in international affairs. The United States' government must be flexible enough in its foreign policy to accomodate whatever outcomes produced by these alliance systems.

I have decided an update of information pertaining to developments within the scope of your diplomatic responsibility necessary. Therefore, I am requesting your presence at a high level State Department meeting in Washington next week.

You are hereby instructed to provide documented evidence pertinent to the following topics:

1. Militarism
    a. What evidence is there of increased military spending?
    b. What evidence exists of increases in military personnel?
    c. What evidence exists of major changes in military weapons? Either present or conventional weapons, or new, experimental weapons.
    d. What is the estimated military strength (manpower, warships, artillery) of your diplomatic shpere?

2. Imperialism
    a. What attempts has your diplomatic responsibility made to extend political and economic influence outside of its own borders?
    b. Provide a list of these attempts from 1870 to the present (May, 1914).

c. Be prepared to describe the background for each of these attempts, and the outcome of each attempt.
d. Provide a visual map illustrating the location or area in question for each attempt.

3. Nationalism

a. What evidence exists there is a strong nationalistic movement within your diplomatic shpere?
b. List any wars your diplomatic sphere has been involved with, either to keep a subjected group from attaining independence, or to attain independent status, or to annex foreign land next to their own boundaries because those lands are inhabited by members of their own nationality.
c. What evidence is there that patriotism supports warlike measures in your diplomatic sphere?

This information must be considered of the highest strategic importance. Therefore, the utmost time and energy must be used in preparing this report.

Sincerely,

President of the United States

To: Selected Members, United States Diplomatic Corps

From: President of the United States

Re: Suggestions of What Foreign Policy the United States Should Follow in the Event War Breaks Out in Europe.

Date: June 1, 1914

The following form pertains to that section of my May 15th letter to you which reads:
"The United States government must be flexible enough in its foreign policy to accomodate whatever outcomes produced by these alliance systems."

Your diplomatic responsibilities enable you to have insights to what this country's foreign policy should be that do not exist with any other group of individuals. Therefore, I am seeking your opinions as to what would be the best course of action for me to follow in the months, possibly years, ahead, or until the war fever disappears in Europe.

I have listed below a series of distince possibilities this government must face if war breaks out in Europe. I request that each of you state an opinion regarding what you think an appropriate action would be to each possibility.

Should we:

1. Respond to a request for economic and/or military aid by either of the belligerents?
2. Prevent those European nations having investments in the United States from liquidating these investments?
3. Refrain from loaning money or goods to belligerents? This would apply to both the Feceral government and private individuals.
4. Continue selling American goods to European nations and run risk of violating a war-time naval blockade?
5. Instead place an embargo on American goods and discontinue shipment to European markets?
6. Respond other than verbally if American ships, men, and goods are seized by belligerent powers?
7. Respond other than verbally if American citizens and/or ships come under direct military attack by belligerent warships?
8. Refrain from being drawn into an armed conflict in Europe?

Foreign Policy Recommendations

To: President of the United States

From: American Minister To______________________________________

In response to your request and based upon the information acquired by our embassy in ______________________, the following foreign policy recommendations are hereby presented for your consideration:

1.

2.

3.

4.

5.

6.

7.

8.

Peace Treaty Recommendations

To: President of the United States

From: American Minister To ______________________

The following peace treaty recommendations are hereby submitted for your study and preparation for participation in the peace conference following the conclusion of military operations:

1.

2.

3.

4.

5.

6.

7.

Idea File
Social Studies
#55

"How To Go Into Debt The Easy Way"

Overview - Students read case histories about five (5) individuals and/or families who found themselves in serious financial difficulty.

Grade - Senior High School (11-12)

Course/Subject Matter - Consumer Economics, Wise Buying

Objectives - (1) Students will identify common reasons people get themselves into financial difficulty.

(2) Students will suggest ways these families could have avoided these financial problems.

(3) Students will know what buying pitfalls to avoid as adult consumers.

Materials - Five case studies

Instructional Plan - Students read and analyze how each family or person got into financial problems. Using information in each case study, students complete the activity following each case study.

After students finish their tasks, the teacher should conduct a class discussion around the main reasons people get into financial difficulty, buying habits to avoid as adults and identifying what are good buying habits.

How To Go Into Debt The Easy Way

Did you know that many married couples, having marital problems, state that family money difficulties is the subject o many of their arguments?

The following case studies illustrate the ways five families got themselves into serious financial difficulties. You will be asked to analyze each case to determine the causes of each family's problem.

ANDREWS -- "Live the life of a playboy bachelor"

Until a few years ago, Vincent Andrews, age 31, lived a bachelor's dream. He had an urban apartment furnished with expensive contemporary pieces. He dressed well. He entertained lavishly. He drove a high-powered expensive sports car. He even owned a piece of expensive sculpture.

Yet, even though he was "living flamboyantly," he was doing it all on borrowed money. Eventually, a few years ago, the "debt-held" walls of Vincent Andrew's world came crashing down around him. He owed nearly $6,500 in miscellaneous debts. Creditors were attaching his wages. His employer was threatening to fire him. In desperation, Andrews had to face reality for the first time.

A Michigan resident, Vincent Andrews is described by the financial counselor who helped him with his debt problem, as a "very polite, gracious, and quiet man." Of Mexican extraction, Andrew's parents were born in Mexico and "migrated over a period of years across the United States to Michigan." They are "lower middle class people," the counselor says, "with some education and a great deal of incentive." They took a strong interest, for example, in seeing that all their children had musical training. As a result, Vincent is today an "accomplished musician" on the piano and organ.

Most of the Andrews' children received more education than the parents did and Vincent was no exception. He completed high school, two years of college, and special photography and related courses in trade school. As a result of this training, Vincent today makes a net pay of approximately $762 per month in a large photography and blue printing department.

Even with the many fine things he got from his family, though, Vincent was ashamed of his ancestry. "He felt that his friends and co-workers looked down on him because of it. He felt he always had to do that little bit extra," the counselor indicates. This attitude was a "major contributing factor" in the debt-filled life he tried to lead.

The core of his dream existence was an apartment in a "very good residential area." He rented the one bedroom apartment unfurnished and proceeded to decorate it from end to end with "contemporary and expensive furnishings, including sculptures and paintings." The furnishings reached a culmination with the purchase of a $1,500 piece of sculpture, bought, as were most of his things, only with "an eye to impress his friends."

But his apartment was not the limit of his world built on borrowed money. "He lived entirely above his means in every way," the counselor reports. He went out on the town often. He spent exorbitant sums for entertaining. He drove a $5,700 sports car. In short, "credit was easy," and Vincent Andrews used it to "live the life of an open-handed, cultured playboy."

The dream world couldn't go on forever, of course. His older friends and family got wind of what was happening, and lent him money to get out of tight spots and "tried to reason with him." But, this was to no avail. Eventually, he began borrowing from loan companies, cashing "bad checks," and not paying his rent or utilities, the counselor notes. He even borrowed "from co-workers and friends on the fringe of his playboy world when he had neither the means nor inclination to repay the debts."

"He would do almost anything to keep face" with the crowd he ran around with, the counselor reports. "Even when his wages were attached or the utility firms terminated his service for non-payment, his only concern was to raise enough money to 'get them off my back.' Then he promptly forgot them until the next crisis. He continually refused to believe that things were his fault or he was in trouble financially."

Finally, though, companies started repossessing -- his furniture, his car, and so on. His "friends" heard of his problems and stopped coming around. And, as a result of numerous complaints from creditors and many garnishments, his employer threatened him with discharge because "he was tainting the image of the company's personnel." When a halt was finally called to his credit buying and borrowing, Mr. Andrews had $6,588 in debts, as follows:

$208 to Mrs. C. for a personal loan;
$ 70 to Mr. D. for a personal loan;
$780 to Mr. F. for a personal loan;
$150 to Mr. N. for a personal loan;
$740 to Mr. F. for a personal loan;
$110 to Mr. G. for a personal loan;
$425 to Mr. R. for a personal loan;
$220 to an appliance store for a hi-fi and a radio;
$190 to a loan company for furniture;
$ 65 to a collection agency for a grocery bill;
$280 to an acceptance company for balance due on the $1500 sculpture;
$300 to an appliance store for an air conditioner;
$225 to a furniture store for a phonograph;
$210 to two collection agencies for past-due telephone bills;
$115 to an attorney for delinquent telephone bills;
$295 to utility companies for delinquent bills;
$ 15 to a collection agency for one bad check;
$ 55 to a jewelry store for a watch;
$1650 to his credit union for deficiency balance on the $5,600 sports car which was repossessed;
$ 35 to a collection agency for a past due doctor bill; and
$450 to the landlord for back rent.

In his financial crisis, many people tried to help Vincent Andrews, the counselor points out. The employer, for example, tried everything possible--visits with the company psychiatrist and employees' counseling unit and finally referral to the financial counselor. But, interestingly enough, the thing that actually marked the changing point for Mr. Andrews was the "vanishing of his so-called friends."

When they no longer came around, he was "left to his own devices," the counselor notes, "and merely out of boredom he took an interest in a charity group working with children." Soon, however, he became wrapped up in the charity work. "This made my job easy," the counselor notes. With this new interest, Andrews just "let the debt liquidation program go automatically until all his bills were paid up." In the process, he learned to live without credit and within a planned budget. He started saving regularly with his credit union and now has "a tidy sum put aside," the counselor notes. His landlord was so impressed by the change that he placed Vincent in charge of the apartment building at a salary. Today, Vincent looks forward to owning his own income property. He has made a name for himself working for the charitable organization. "He knows that people accept him readily for himself and his ability." And, his family is so proud of him that he is now "the successful one."

What mistakes did you learn to avoid from reading Mr. Andrew's case?

MARTIN – "I can't say no to salesmen"

Just four years after they moved into a new three-bedroom frame house in a sprawling Illinois subdivision, George and Louise Martin, aged 29 and 26 and the parents of three small children, would have been content to return to the modest, small, and crowded apartment they had left behind in the city.

In those four years the Martins had managed to pile up almost $8,000 in debts. According to the lawyer they finally consulted when they were in danger of having their house mortgage foreclosed, the Martins' attitude toward money management seemed to vary between casual indifference and absolute bewilderment, depending upon the time of month. In piling up their debts, the Martins had bought impulsively, been taken in by fraud, and had not even begun to realize the costs of home ownership or living in the suburbs.

Long-time residents of urban Illinois, they seemed to "just get along" during their beginning years of marriage. They had not been able to put anything in savings, but they didn't consider themselves in debt, either. "They got by. They had the basic essentials," according to the lawyer who handled their case.

George, who works in one of the better-paid building trades as an ornamental iron worker, then began to get a lot of overtime work. At his hourly rate of $4, the extra earnings began to mount up -- totaling about $675 take-home pay per month. In about a year, husky, good-natured George and his attractive wife had been able to put $700 in the bank – "the most money either of them ever had at one time," the lawyer notes. This $700 was enough to let George and Louise purchase a home in a growing subdivision on a no-money-down VA mortgage. And, according to the lawyer, "this is where their troubles began."

As Louise tells it: "Just as soon as George left for work, the salesmen began to arrive. I couldn't refuse because we seemed to need everything they were selling." The Martins got taken in by one of the food freezer plans; they bought storm windows; they floated four different home improvement loans; they bought their car, furniture, and TV on time; they owed two banks for two water softeners (one didn't work); and, they owed department stores, doctors, and dentists.

Soon, they found themselves unable to meet all their commitments. So they turned to small loan companies, who, according to the lawyer, "were all too eager to help." But, George and Louise found that this didn't solve the problem, it only postponed it. By this time each of their accounts was delinquent; all the creditors were making demands; and creditors began filing wage attachments on George's pay. Being a skilled worker in high demand, George was able to change jobs whenever his employers began to get edgy about the wage attachments. "Wage garnishments were becoming a part of the Martins' life," the lawyer adds.

The breaking point came when as a result of not meeting their mortgage payments, a foreclosure was imminent and George could not borrow the necessary funds. Then George landed a job with a contractor he liked. He wanted to keep this job and knew he's put his chances in jeopardy if he continued getting garnishments. So, the Martins decided to stop running and face the facts: they were hopelessly in debt.

Louise comments that, at this point, she confided in a friend who told her about Chapter XIII, the Wage Earner Plan under the Bankruptcy Act, where they could obtain an extension of time to pay their debts under court supervision and be free from creditor harassment and wage garnishment. When George and Louise first consulted a lawyer who specializes in Chapter XIII cases, their debts totaled $9,300, not counting the regular balance on the house mortgage. "Moreover," the lawyer points out, "the only credit payment that was limited to a reasonable interest rate or finance charge was probably the mortgage." In all, the Martins' debts included:

the amount in arrears on their mortgage;
almost $180 owed on a food-freezer plan;
two loans totaling $1,300 to small loan companies;
a loan of $550 which George had co-signed and had become obligated to pay;
two small home improvement loans to two different banks for two different water softeners (the first softener didn't work and they couldn't get satisfaction from the dealer);
two additional home imrpvement loans -- one for a garage and another for storm windows;
balances due on their car, furniture, and TV set; and
miscellaneous department store, doctor, and dental bills.

Under Chapter XIII proceedings, the lawyer made arrangements so the Martins would pay what was past due on their mortgage. The amounts of their car, furniture, and TV payments were reduced. The liability on the freezer deal was settled with the return of the freezer. And, a plan was filed in court and accepted by the Martins' creditors whereby the family's debts would be paid off under the supervision of the Chapter XIII trustee over a three-year period. No interest is to be charged by any of the creditors during this term.

Under this plan, $200 of the Martins' monthly income is being allotted to payment of debts. The lawyer points out that "one of the reasons this plan has been succeeding is the stability of George's employment and his above average earnings." The Martins' budget works out as follows:

$217	mortgage payments
$ 65	utilities
$200	food
$ 45	transportation
$ 47	insurance
$ 31	union dues
$104	miscellaneous
$729	TOTAL
$929	NET INCOME PER MONTH
$200	FOR PAYMENT OF DEBTS

Indications are that the whole experience has made an imprint on the Martins. The lawyer reports that when the Martins were told that under Chapter XIII they would have no credit, Louise Martin murmered audibly: "Thank goodness."

If you were Mr. or Mrs. Martin, what would you have done differently than the real Martins?

WILLIAMS -- "It's like being an alcoholic -- you have to buy."

Since they've been married, Jean and Alan Williams have been in and out of debt three times. Buying on impulse and living from "paycheck to paycheck," the couple has made a practice of piling up debts, paying them off, and then piling them up again. Right now, they have $1,800 in debts and each month add to the total because their monthly commitments exceed Alan's monthly income.

Married 12 years, Jean and Alan both come from family backgrounds with a history of financial problems. According to the caseworker who is now working with the family, Jean spent most of her childhood moving from foster homes to work homes. "She is not sure who her father is as her mother has been married four or five times." She dropped out of school at age 16 after finishing tenth grade and worked until she married Alan.

Alan, on the other hand, came from a more stable family that faced grave financial problems when his father, a well-educated, successful doctor, suffered a serious illness. At the time Alan was a recent high school graduate and he had to forego further education to go to work to meet medical costs. Alan's father never recovered and when he died, the family was left with large bills and nearly depleted finances. Alan reports that he assumed $2,000 of these debts "to ease the burden on my mother."

Jean's and Alan's backgrounds have a lot to do with their current financial problems, the caseworker feels. In the past, they have set limits on their spending and stuck to a budget for several months. Then, the caseworker reports, they begin to "feel deprived and get upset" and start spending again. As Jean puts it: "It's like being an alcoholic or a kleptomaniac . . . you just have to buy."

Over the years, Alan says most of their debts have been for "things we needed but couldn't afford." The caseworker indicates that the root of their problem is the fact that Jean, by her own admission, "makes a fuss when I feel I must buy something." And, even though Jean wishes her husband "would not succumb to the fuss," Alan can't say "no." The psychiatric caseworker suggests that Alan doesn't want his wife to be unhappy and is trying to make up for her "deprived background."

Now the parents of three children ranging in age from 3 to 8 years, Alan and Jean rent a modest home in a good residential suburban area. Alan is employed on what he says is "the best job I've ever had," as a seasonal salesman to small stores in a several county area. Alan's income fluctuates and is based partly on commission--peak earning months are in the summer; low ones in the winter. Last year, the caseworker reports, Mr. Williams earned $11,000. Presently, he nets about $250 a week in good weeks; $200 other weeks. His take-home pay averages about $916 a month.

One of the couple's recent money management problems has been the fact that, during Alan's better earning periods, they have committed themselves to more monthly payments than they can handle. Right now, they owe $1,800 to four creditors:

$208 to a department store for a washing machine (payments of $26 due each month);
$178 to a loan company (payments of $19 due each month);
$238 to a department store for various items (payments of $26 due each month); and
$1180 to a bank for their car--a station wagon which they bought, they say, so they can take their children to drive-in movies and eliminate baby-sitting costs which they cannot afford (payments on car loan are $68 each month).

While these debts aren't overwhelming, both Alan and Jean realize that they are getting a little deeper into debt each month, particularly during the months when Alan's income is down. Even figuring Alan's average net monthly pay of $916, the couple has made commitments beyond what they can reasonably handle. The caseworker itemized the family's monthly commitments as follows:

$230	rent
$250	food
$ 10	clothing
$ 55	heating fuel
$ 15	telephone
$ 30	electricity
$ 10	household supplies
$ 30	car expenses
$ 25	insurance
$ 10	personal items
$ 26	washing machine payment
$ 26	department store payment
$ 19	loan company payment
$ 68	car payment to bank
$912	TOTAL EXPENSES
$916	AVERAGE NET MONTHLY INCOME
$ 4	BALANCE LEFT FOR ALL OTHER ITEMS

The Williamses have left themselves only $4 a month for recreation, cigarettes, gifts, medical care, major repairs, church contributions, and clothing over the limitation. These Items quickly eat up the balance, the caseworker indicates, and the couple ends up with more bills.

When Jean and Alan finally admitted that they were piling up debts again, they knew they couldn't take the "out" many other families use and have Alan find a second job. This was out of the question as Alan already works a 12-hour day. However, both Jean and Alan emphasize that they want to "get out of debt once and for all." So, they have consulted a social agency caseworker.

The caseworker feels that both Jean and Alan are "sincerely concerned" about their financial problems. One of their big limitations throughout the years has been the fact that neither knows much about money management. Even during those times when they were trying to limit their expenses, they were frustrated in their attempts. Jean admits that she "simply can't manage the money." One time recently, when they were three months behind in payments, Alan took over and was able to get caught up to current bills. Then the couple ran into the time of year when Alan's income is lowest and all their management efforts fell apart.

Because of their lack of money management know-how, much of the caseworker's efforts are being directed to helping them learn more about family finances. As the case stands today, the couple plans to borrow from a relative the amount of money they need to pay one month's bills. This will give them a "breather" and time to set up a rigid budget with the caseworker--a budget they intend to stick to.

The caseworker feels that Jean and Alan "will be able to get out of debt if they can control some of their desires to buy, buy, buy." The couple is going to need "mothering" and "supportive help" in order to accomplish what they have set out to do, the worker adds. But they have already begun to "grow up a little." Alan, who has always been "too proud to seek help," now admits: "It's taken me 10 years to realize how important it is to get help and work out problems."

What were the underlying factors causing the Williamses' financial problem?

BRADLEY – "Easy Credit"

From outward appearances, the Ronald Bradley family is all that a family could be. Mr. Bradley, age 41, is a top executive in a manufacturing company. His monthly income is $1400 after taxes. Both he and his wife, Gladys, are college educated. They have two children, a girl, age 10, and a boy, age 15. Their home is furnished both tastefully and expensively. They drive a late model, high priced, white sports car.

Mr. Bradley is an affectionate father, and an immaculate, even-tempered man who makes a tremendous impression wherever he goes. He is a man who worked his way through college and then worked his way up the business ladder because of his excellent appearance and outstanding ability as an executive. Today, he looks very much like the kind of man most everyone thinks he is--a highly paid, successful, and secure business man.

But this is the surface only. The reality: Mr. Bradley owes over $21,240 in debts to a total of 180 different creditors. Many of these debts are more than four years old and little dent has been made in the total indebtedness. These debts include:

$7080 loan from a company Bradley worked for in another state--the money was borrowed through company executives so Bradley could pay off past due bills, but was never used for that purpose;
$ 236 debt to another company's executive dining room;
$ 590 to the credit union in another company he worked for;
$ 472 in unused travel advances from another company;
$ 283 to a grocery store;
$ 59 in past due electricity bills;
$1180 in doctor bills--the result of years of never paying normal family medical expenses;
$ 853 to appliance companies;
$2566 to various department stores, exclusive clothing stores, and other creditors;
$ 165 on at least one gasoline credit card;
$1239 on two bank loans, borrowed mainly to provide moving expenses from one city to another;
$2575 to two loan companies;
$ 229 to a motel;
$3033 for the late model car the family drives;
$ 236 in various state taxes; and
$ 472 in federal taxes

How did Mr. Bradley pile up these debts? He says: "I've had a couple of bad breaks." His financial management problem is a long-standing one but seemed to really begin to pile up when Bradley left an excellent position as an executive in another state. Mr. Bradley had a dream--he wanted to write a book. He took a year off to make an attempt. . .but he failed. He then tried to start his own business. This failed, too.

After two years and two unsuccessful attempts, Bradley took another excellent position as an executive with a firm in a large Wisconsin city. To this job, he brought all the debts from his two-year attempt at writing and setting up his own business. He also brought with him numerous debts from the time when he was successfully employed in another state.

Yet, the build-up of debts was only beginning. The Bradleys immediately moved into an exclusive suburban section, renting a home at $250 a month. They also got involved in a land contract for a home they wanted to buy in the same suburb. And Mr. Bradley's new employers were so impressed with him that he received introductions into several exclusive stores. At one clothing store, he immediately charged over $250 in merchandise--a bill which he has not yet paid back.

Eventually, news of his debts reached his employers. This situation coupled with a bad business deal which Bradley was responsible for resulted in his being fired. For a time, Bradley worked as a used-car salesman and then as an executive in a small company. Before long, however, he was again employed as a top executive at a top salary in another large manufacturing company. He still holds this position today.

Meanwhile, the bills piled up. Finally, at the insistence of a top company executive, Mr. Bradley consulted a family financial counselor. The counselor recalls: "Into our offices walked an immaculate man carrying two attache cases. He said: 'I've got a problem. May I see you in private?' Then, he presented me with a neatly typed listing of his debts."

This list, the counselor notes, turned out to be far from complete. "Bradley neglected to tell us about the $7,080 loan from the company he worked for in another state. He didn't mention the loan for the new car he had just purchased. He didn't mention many of the smaller debts he had from clothing and furniture stores. Compiling a complete list of the family's debts was next to impossible."

"Mr. Bradley shows little remorse," the counselor continues. "While he feels some sort of vague obligation to pay back his debts, he doesn't really feel that what he's done is wrong. He has made very few constructive moves to correct the situation, either. And his children live in another world--a world filled with expensive clothes and convertible cars."

The counselor notes that he had suggested that Mr. Bradley sell his car. Mr. Bradley's answer: "How will I explain it to the kids." "Obviously," the counselor says, "Bradley is trying to keep up appearances. But beyond this, he doens't really grasp his problem. He doesn't understand that he pays a premium when he borrows from small loan companies--a practice which he still continues. On one of his debts, for example, the initial bill was $420. Mr. Bradley has paid back $320, so far, and still owes $380 on the principal."

To date, the Bradleys have made a few attempts to help alleviate the situation a bit. They moved to a less expensive home in a not so exclusive neighborhood and now pay $175 rent instead of $250. Mrs. Bradley went to work as a secretary. However, the family keeps negating these attempts. When Mr. Bradley received $700 from his mother's estate, he didn't use the money to pay off some of his bills. "We just don't know where that money disappeared to," the counselor says. At one point, the counselor suggested to Mrs. Bradley that she learn to sew some of her clothes. "But, I do," Mrs. Bradley answered. Yet, the counselor says he's sure she was wearing a hat from the most expensive ladies' boutique in town.

"Easy-credit" is a real contributing factor in the Bradleys' case, the counselor points out. "Ordinarily, such a family would have more and more trouble securing credit. But most firms automatically grant loans to Mr. Bradley on the basis of his excellent appearance and executive position. Ordinarily, a man with that number of debts would have wage garnishments coming at him from all directions. Yet, with all of his 180 creditors, Mr. Bradley has been garnished only twice."

The counselor also points out that bankruptcy is no solution in this case because most of Mr. Bradley's debts are secured--they were borrowed with possessions as collateral or they were co-signed by company executives. "Too many people are wound up in this web of debt for bankruptcy to be a solution," the counselor said.

If you are the Bradleys' counselor, describe the program you would set up to solve their financial problems.

PHILLIPS -- "at absolutely no cost to you"

Today, John Phillips is unemployed. He was fired from his steady job as a stock room clerk in a retail chain store, not because his work was inferior but because his wages had been garnished and one garnishment is immediate cause for dismissal in the company. John has three children, ages 8 to 14 years to worry about. . . and also the problem of meeting the monthly mortgage payments on the $14,000 home he and his wife bought two years ago on a $12,000 GI mortgage. John's wife, Pauline, is bringing in some income as a clerk in a five-and-ten cent store, but there's not enough money to meet family obligations.

Yet, none of this probably would have happened if John Phillips had contacted an attorney a few months ago when he realized that he had been taken in by a door-to-door selling fraud that left him with a $1,000 debt he couldn't possibly pay. A slick salesman had visited the family's home in a suburb of a large Minnesota metropolitan area and had convinced John and his wife that they should have a home fire alarm and intercom system installed at "absolutely no cost." All the Phillipses had to do was show the system to their friends and neighbors. When nine of these "prospects" actually bought a system, John and Pauline would own their own system outright.

The outcome: the Phillipses had no success selling "prospects," the company sold a finance company the conditional sales contract the couple had unwittingly signed, and John is left with a $1,000 obligation which he doesn't want to pay and can't afford to. He didn't call an attorney because he thought it would be "too expensive" and soon the finance company served a garnishment and John was immediately fired.

In detailing how this disaster came upon the Phillips family, a consumer protection specialist notes that it all started with a visit from "a clean-cut looking man" who introduced himself as the "advertising manager" of a subsidiary company of a "well-known national appliance firm." This firm, the salesman said, was "introducing a new product -- a built-in home fire alarm and intercom system." The Phillipses had been selected, "because of their growing prominence as solid citizens" of the suburb in which they lived, to receive "one of these systems absolutely free, in exchange for permission to use their name and home to demonstrate the product." The salesman told the Phillipses that the company had decided upon this "model home" method as the best way to sell their new product. When his company decided to introduce this marvelous new product, the salesman noted, they had to take a hard look at expenses. Instead of investing heavily in television, radio, and newspaper advertisements, the firm had chosen this "new and exciting way of introducing its product."

The salesman explained that the built-in home fire alarm and intercom system consisted of "a microphone in each room of the house, connected with one another and with master units in the kitchen and bedroom. During the day, the kitchen unit would be turned on, and at night, the bedroom unit. This would make it possible for the parents to hear the cries of the children in case of fire, sickness, or other difficulty."

Once the system was installed in their home, the salesman continued, John and Pauline were to show it to their friends and neighbors and "for each prospective customer who bought a system after viewing it in their home, the company would give the Phillipses a $100 credit toward the purchase price of the equipment." When $900 credit had been compiled, John and Pauline would own the equipment without cost to them. Even after their own system was paid for, the Phillipses could continue to earn $100 credits in cash, the salesman pointed out. While the company would limit them to one $100 cash credit every two weeks, John and Pauline would probably earn enough to be able to pay cash for a new car or a washing machine or whatever else they might need. After an hour or two of discussion in which the salesman answered every one of the Phillipses' objections, the couple finally agreed to participate "in this exciting new advertising program."

At this point, the salesman produced two "impressive-looking documents," the consumer protection specialist reports. One document was an advertising agreement and contained a promise that the company would pay the Phillipses $100 for each customer who purchased a system after referral by the Phillipses. The other document was a conditional sales contract--an agreement that provided that Mr. Phillips reimburse the company for any $100 credits which might be unearned. After all, the salesman said, "we trust you people, but for all we know you might, just might, turn sour on us, and there we'd be, with our expensive equipment installed in your home and no way of getting paid for it."

John and Pauline felt this was "reasonable." They signed both the advertising agreement. . .and the second agreement, which they felt assured was "only for the company's protection." A week later, the equipment was installed and the Phillipses began looking for prospects from whom to earn their $100 credit. "Under the agreement," the consumer protection specialist notes, "the Phillipses were to submit the names of their prospects to the company which would then send a salesman out to interview them."

The first neighbor Pauline called gave a quick answer: "Those birds came to see us last week and we turned them down flat. We just aren't interested." Pauline made several more calls to people she knew in the neighborhood. "In most cases, the families had already been contacted by the company and had either refused the offer. . .or, in some cases, had accepted the offer and were trying to find sales prospects *themselves*," the consumer protection specialist points out. After placing twenty calls--contacting everyone she knew in the suburb--Pauline could only find one person who would watch a demonstration. . .and the company turned him down as a "bad credit risk."

About a week later, John received a letter from a finance company. Enclosed was a payment book stipulating $50 a month payments for 20 months on one fire alarm and intercom system. Mr. Phillips now had a $1,000 debt, including $100 in finance charges on the $900 system. John called the fire alarm and intercom company and the salesman informed him that this was standard operating procedure: "The firm always sells the contracts to that finance company. Don't worry, you'll be able to pay off as soon as your referrals start coming in." When John Phillips insisted that he and his wife were having trouble finding "prospects" and had contacted everyone they had any acquaintance with in the city, the salesman simply answered: "The matter's out of my hands now."

For a few more days, the Phillipses tried to obtain customers for the system. Their efforts were in vain. Finally, they concluded that they would not be able to successfully participate in the "advertising" arrangement and they called the finance company. The finance company was firm. They said they bought the contract "in good faith" and they expected John and Pauline to live up to it. Repeated calls to the original company and the salesman led nowhere. It soon appeared that the fire alarm and intercom company had moved itself to another state and the Phillips family was left with a $1,000 debt. By now, John was angry. He considered consulting a lawyer but then decided it was "too expensive." He still refused to make payments. . .not only because he didn't want to. . .but also because he simply couldn't afford to.

Soon, letters from the finance company were becoming increasingly unfriendly. Eventually, they filed suit against Phillips and served a garnishment summons on Phillip's employer. At his company, the consumer protection specialist notes, one garnishment is cause for dismissal. John Phillips was fired.

Now that he was faced with disaster, John finally consulted a lawyer where he found that there had been, all along, "defenses available to him which might have resulted in a reasonable settlement with the finance company." This was definitely a case, the consumer protection specialist emphasizes, "in which the attorney's fee would not have been as high as the cost of the trouble." The specialist predicts that "the Phillipses will eventually solve their problems. They are honest, hard-working people and John Phillips is a good employee. However, the family will suffer for many months as a result of this fraud and the fact that they took no action until it was really too late."

What selling techniques used by door-to-door salespersons did you learn about?

Idea File
Social Studies
#56

"How Tolerant of Other Religions Are You?"

Overview - Students either view the 16mm film The Holy Ghost People or read Somewhere In West Virginia, and adaptations of the film, and complete a survey gaging their religious toleration.

Grade - 8 - 12

Course/Subject Matter - U.S. History, Sociology, Religious Persecution

Objectives - (1) Students will analyze their own feelings about a group of people who practice religion different from most students living in Iowa.

Materials - 16mm film, The Holy Ghost People or the reading Somewhere in West Virginia, Personal Reaction Form.

Instructional Plan-The teacher should show the 16mm film The Holy Ghost People, if available at the appropriate time. If it is booked up, the teacher can use the reading, Somewhere in West Virginia, a narrative adaptation of the film. After students watch the film or finish the reading, ask students to react to the six items found on the Personal Reaction Form. Conclude the activity by discussing their reactions to the film or reading.

Somewhere In West Virginia

As you approach Junction Hills by automobile, one is depressed by the poverty looking atmosphere of the area. Junked cars set in front of many dilapadated homes, and those cars lining main street are of an older model. Homes have an unkept appearance, and many are in desperate need of a fresh coat of paint. The children and adults are dressed in outdated, patched clothing, and there is almost a look of dejection on their faces and in their eyes.

If you were to remain in Junction Hills during the evening, the visitor would see a different sight. The old model cars and the tattered clothing still exist, but the look of dejection is gone from certain members of the community. They belong to a religious sect called the "Holy Ghost People," or in the mid-west, "The Holy Rollers."

If you were an invited guest to one of their religious services, you would first notice the friendliness of the people toward each other. Your presence would be hardly noticed, but a friendly greeting would nevertheless be extended to you.

The building you would enter would not remind the visitor of a regular church. The inside of the building seems barren when compared to a Catholic, Protestant, or other established church. Benches line three walls, and make-shift pews have been placed down the center of the room. At one end of the room is a simple altar: a flat table with a lecturn on tap.

Inside the people continue to extend greetings to each other. But the visitor is struck by some individuals carrying cases containing musical instruments. The shape of guitar case is the most prevalent. Someone has already begun playing a song with a religious tone, and a few people are singing the words in a corner, a young teenage girl keeps time to the music with a tambourine. Several men have wooden crates beneath their feet, which they keep looking at periodically as if to assure themselves that whatever is in the boxes has not gotten out. The music gradually grows louder and more people are joining in the singing.

After about one-half hour, a man dressed in a business suit holding a guitar, steps to the make-shift altar. His presence seems to signal the others to be quiet, for he is in charge of this particular religious service.

The leader, as we will call him, greets everyone present and makes a special point of introducing visiting members from other nearby congregations. Also there is a special guest present this evening, a nun who earlier had a religious program on the radio, but which has been cancelled.

After the greetings and introductions, the leader begins to exhort the people to express their belief in the Holy Ghost. He says, "if you truly believe in the Holy Ghost, He will take care of you, and express His wishes through you."

At this point, a couple who seem be be husband and wife, go to the altar and sing a religious song about what the Holy Ghost has done for them and what he can do for you. As each verse is sung, more and more of the congregation join in singing the refrain stanza to the song. A young girl in her early twenties suddenly begins to jerk her body. The jerks appear to be muscle spasms rather than purposeful body movements. Her eyes and face give off the impression she is in some sort of trance. Strange words are coming from her lips and beads of sweat pop out on her forehead.

Suddenly a large woman jumps from her seat on the make-shift pew and begins to dance around the altar. At times, she almost stumbles, but miraculously keeps her balance. Her face too reflects some kind of trance state, and she also sweats profusely. Finally, she collapses on the floor exhausted when the music and singing stop.

Now a man begins playing a song on his guitar, the young girl with the tambourine accompanies him, and now many people throughout the room are in a trance-like condition. A young man in his early thirties is having spasms underneath one of the wall benches. Each time his body jerks, his head hits a wooden support. A middle-aged woman is lying flat on the floor speaking strong words and rolling her head from side to side. Throughout the room, others are singing or dancing and all seem to be in a trance.

However, about half of the people present sit calmly in their places and watch the proceedings. Occasionally one might sing a few bars of a song and then resume his calm composure.

As the music and singing grows in intensity, the men with the wooden crates stand up and carry the boxes to the center of a circle of people who have formed near the altar. After placing the crates on the floor, the covers are removed and inside are six poisonous snakes. One-by-one men and women in the circle go over and pick up a snake. Some go back to their place in the circle while others handle the serpents in the center. The warning rattle of each snake can be heard plainly above the noise of the singing and music.

Suddenly a young man who has gone back to the circle with a serpent wrapped around his arm tosses the snake across the radius of the circle to another person. The snake is caught in mid-air and is now handled by this new person.

The snakes are passed from one person to another, but always the warning rattle can be heard.

Now most members of the congregation are moaning or chanting strange words, each seemingly in the trance-like state.

Suddenly, the leader flings a snake to the floor and holds his hand. He has been bitten by the reptile he has been handling. The remaining snakes are quickly gathered up and put back into their crates. The leader retreats to a corner bench and holds his hand which is already beginning to swell up from the snake bite.

Another man, much older than the leader, announces that a collection must be made for tonight's leader to pay for medication, if he wants it, and to compenstate for being bitten by the reptile.

After the collection is taken, everyone bids another good-night, and the people begin to leave for home.

Another service of the "Holy Ghost People" has been concluded, this time with dangerous consequences.

Personal Reaction Form

1. If you were the eye witness who wrote this account describing the religious service, what would your reaction have been to the things you saw during the service?

2. What would your reaction be to this group of people if you lived next door to this building, and you had two small children?

3. What is your educated guess as to what the reaction of the rest of the community would [illegible] toward this religious group?

4. What social groups within the community would these people probably be kept from joining?

5. If you owned the building that these people use for their religious services, would you renew their lease the next time it comes up for renewal?

6. If you were the district's representatives to the state legislature, would you try to do anything about this religious group?

Idea File
Social Studies
#57

"PEOPLE LOST IN TIME"

Overview - Students can mentally visit a group of people who are living in a period long since past.

Grade - 3 - 12

Course/Subject Matter - Any social studies related class

Objective - Students will be able to have a greater understanding of the Paleolithic period by examining the Tasaday group of the Philippines.

Materials - Use the following National Geographic article:

"Stone Age Cavemen of Mindanao," by K. Mac Leish (August 1972).

Teachers will need to duplicate the pictures, preferably by the use of slides, of the color photos appearing in either article. Teachers will also need to give each student a grid, listing necessary items (grid has been included).

Instructional Plan - Pass out the grid worksheet to each student. Tell them we are going to journey back into a period of time long ago. As the slides are projected, students will need to record information learned from the slides in the appropriate grid areas. Teachers may want to play music along with the slides, but no questions are to be asked or answered during the first go around.

After students have completed the grid, the entire class can go through the slides sharing their ideas about each category. Students may then want to read more about these people and their lifestyle. The article describing the Tasaday's has been included in this plan.

*** The Teacher Center has a copy of the August, 1972 National Geographic article, "Stone Age Caremen of Mindanao" if your media center does not have an original copy.

Tasaday

INITIAL REACTION		
FOOD		
SHELTER		
CLOTHING		
CLIMATE		
LEISURE		
TOOLS		
MUSIC & DANCE		
ARTS & CRAFTS		
GEOGRAPHY		
BELIEFS		
SOCIAL ORDER		
NORMS OF BEHAVIOR		
TRAINING OF CHILDREN		
MEANS OF MOBILITY		

Idea File
Social Studies
#58

"PEOPLE LOST IN TIME"

Overview - This lesson is similar to the one described in plan #57 ; however, the Yanomano people have a much different lifestyle. This lesson can be used separately or in conjunction with plan #57

Grade - 3 - 12

Course/Subject Matter - Any social studies related course

Objective - Students will gain an understanding of the Neolithic lifestyle by examining the Yanomano group of South America.

Materials - use plan #57

Instructional Plan - use plan # 57

*** The Teacher Center has a copy of the August, 1976 National Geographic article, "Yanomamo, the True People" if your media center does not have an original copy.

Yanomano

INITIAL REACTION		
FOOD		
SHELTER		
CLOTHING		
CLIMATE		
LEISURE		
TOOLS		
MUSIC & DANCE		
ARTS & CRAFTS		
GEOGRAPHY		
BELIEFS		
SOCIAL ORDER		
NORMS OF BEHAVIOR		
TRAINING OF CHILDREN		
MEANS OF MOBILITY		

Idea File
Social Studies
#59

"STUDY OF IMPERIALISM"

Overview - This lesson describes an exciting way to assist students in dealing with the concept of imperialism.

Grade - 7 - 12

Course/Subject Matter - United States or World History, World Affairs

Objective - (1) Students will gain an understanding of the concept of imperialism through the use of a map and a specific inductive questioning strategy.

(2) Students will apply their understanding of imperialism through a written essay.

Materials - Map for each student (a list of suggested questions to be answered by students is below.)

Instructional Plans - Hand out a map to each student. The map represents an inverted picture of England. Using the following suggested questions, students will quickly discover why England found it necessary to be imperialistic throughout its history:

1. What do we know about the object on the paper?

   Students should note it's a map, and what are the land and water areas.

2. What kinds of things can be said about the land?

   Students will venture guesses about the economic, political, sociological aspects of the people on this land.

3. What about this countries foreign affairs? What can be said about them?

   Students will mention things such as protection, trade, interdependence, etc. Furthermore it will become evident that to survive, England had to rely on other countries because of its limited resources.

Many other questions and educational spinoffs can take place during this lesson. Teachers are encouraged to add to the suggested questions provided here. Also, a good culminating activity would be to have the students explain imperialism based on the knowledge gained from this lesson.

Idea File
Social Studies
60

"UNDERSTANDING OUR WORLD"

Overview - This plan describes an excellent way to have students study various types of countries using a particular classification scheme.

Grade - 7 - 12

Course/Subject Matter - World Area Studies

Objective - To have students understand some basic differences between First, Second, Third and Fourth Worlds.

Materials - Teachers will need the attached Newsweek article for reference.

Instructional Plan - Teachers will need to assign at least two and possibly three countries from the list appearing on page of the attached article. Each country should be from a different "World." Students will need to investigate the following information regarding each country:

Name:
Location: (identify on a world desk map)
Date Founded:
Population:
Economic System:
  (1) Overall Description, (include appropriate "World")
  (2) Gross National Product
  (3) Main industries/agriculture
  (4) Living conditions

After students have collected the data, they should share their findings with their classmates. Also, teachers should explain the classification scheme in the Newsweek article, and students should decide which "World" their country fits into.

Bernard Gotfryd—Newsweek

Moynihan (right) among Third World delegates at the U.N.: A change of rules in the looming 'war of the worlds'

TO HAVE AND HAVE NOT

Europe and the U.S. have plundered the natural wealth of the Third World. We should consider whatever contribution the industrialized countries make [to be] a simple restitution of a tiny part of the debt contracted by their odious exploitation.

—President Houari Boumedienne of Algeria

They are saying they want more of the cake. That's fair. The question is, how much better off do they want to be and at whose expense? It isn't totally our fault that some of them are poor. Some of them were just lazy.

—A Western diplomat

For a solid hour and 45 minutes, U.S. Ambassador Daniel Patrick Moynihan stood at the green marble podium of the United Nations General Assembly last week and offered up a sweeping set of proposals designed to change the rhetoric and redress the imbalance between the world's "haves" and "have-nots." Moynihan was only a stand-in for the manifesto's author, Henry Kissinger, who was still in the Middle East. But the delegates present in the Assembly—many of them genuinely elated at the scope of the American initiative—swamped Moynihan with handshakes and applause. When Kissinger himself returned to the U.S., World Bank president Robert McNamara told him: "A war of the worlds may have been averted."

It probably would not have come to that, and in any case Kissinger's proposals were not a sure-fire cure for the woes of the world's poverty-stricken people. They did not meet the more strident calls for a wholesale redistribution of wealth. They would take years to bear fruit—if they ever did—and they would not necessarily stave off other demands and future clashes between rich and poor.

A FAVORABLE RESPONSE

But Kissinger's statement—which included proposals for a new $10 billion fund to help developing countries stabilize their earnings from exports and for an international trust fund to spur capital investment in poorer nations—was both imaginative and generous. There was talk among some moderate leaders of the developing countries that it might even replace their own proposal as the working document in future negotiations, and one Western envoy, Ivor Richard of Britain, went so far as to call the package "the meatiest speech made on economic development since the Marshall Plan." It may even have been enough, NEWSWEEK learned, to prompt the Third World to back away from one enormously costly demand: that the price of their exports be "indexed" (or pegged) to the cost of their imports as protection against price increases by manufacturers in the developed world.

Certainly Kissinger's proposals could go far toward bridging the enormous gap that now divides the nations of the globe. Less than 30 per cent of the world's population controls 70 per cent of its wealth, and 900 million people subsist on less than $75 a year, living in conditions that McNamara has described as "so deprived as to be below any rational definition of human decency." The poverty of these millions has changed the diplomatic vocabulary. People once spoke of three "Worlds": the First (the industrial democracies), the Second (the Communist nations) and the Third (the "less-developed countries").* Now another category has been added: the Fourth World, those nations that are so poor they are considered "basket cases" (chart, page 38).

Last week's U.N. special session, only the seventh to be called in the organiza-

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*The designations are admittedly arbitrary in some cases. Most authorities assign the People's Republic of China to the Second World of Communist nations. But the Peking government considers China one of the leaders of the bloc of developing nations and thus a Third World country.

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tion's 30-year history, provided an apt battleground for the debate on creating a new international economic order—an issue that was also joined in Washington at the annual meeting of the World Bank and the International Monetary Fund (page 57). The militancy of the developing countries has threatened to fracture the United Nations, as some members of the Third World sought to tie political objectives—such as the suspension of Israel from the U.N.—to their economic demands. They have also tried to weaken the U.S. role in the world body—a move that has spawned a growing anti-U.N. mood among Americans. The Third World's trump card, of course, was the "oil weapon" and the embargo imposed in 1973 that quadrupled oil prices, triggered the worldwide energy crisis—and finally made the U.S. and its industrialized allies realize that the cries and the threats of the Third World could no longer be ignored.

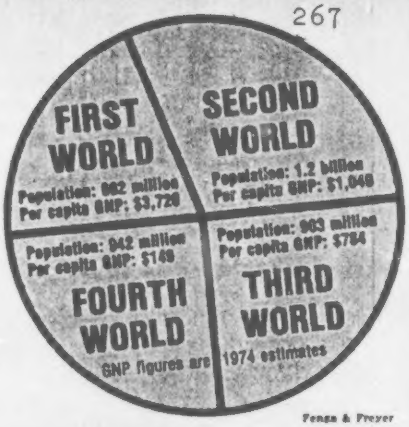
THE THIRD WORLD'S STRATEGY

That campaign is fully two decades old. In 1955, at the Bandung Afro-Asian Conference, and again at the first Nonaligned Nations Conference in Belgrade in 1961, the have-not nations tried to formulate a strategy to wrest more wealth from those who controlled it. At the 1964 U.N. Conference on Trade and Development, 122 nations issued manifestoes demanding new patterns of production and trade, the stabilization of commodity prices at higher levels and more foreign aid. But little came of all the talk. "They were forced to rely on economic analysis and humanitarian appeals to support their requests," says economist Roger Hansen. "Some of their economic analysis was weak; the 'humanitarian' response from most industrial nations was no stronger."

With the sudden—and staggering—success of the oil embargo and the formation of the powerful cartel that enforced it, the Third World's leverage began to change. Spurred on by a new galaxy of leaders (facing page), the less-developed nations launched a new fight. "The Third World is always being put in the position of having to beg for assistance," says Sudanese economist Abdul Rahim Dirar. "What we want is to be able to increase the earning power and standard of living of our people as a matter of right." At two U.N. meetings last year, the Third World put forth a series of tough demands:

- Prices paid for Third World commodities should be raised promptly. In order to ensure stable markets, the prices of those commodities should be firmly indexed to the cost of the manufactured goods that the less-developed nations must import.
- The Third World should be granted preferential tariff treatment on any exported manufactured goods.
- Foreign companies and holdings should be subject to nationalization or expropriation on any terms the develop-

WHO'S WHO



Fenga & Freyer

All the world, according to current diplomatic jargon, is divided into four parts: (1) the industrial democracies, mostly in the West; (2) the Communist states; (3) the developing nations, and (4) the worst economic hardship cases. With the exception of a few mini-states, the chart below shows where nations stand in today's hotly contested pecking order.

FIRST WORLD

AUSTRALIA
AUSTRIA
BELGIUM
CANADA
DENMARK
FINLAND
FRANCE
ICELAND
IRELAND
ITALY
JAPAN
LUXEMBOURG
NETHERLANDS
NEW ZEALAND
NORWAY
PORTUGAL
SOUTH AFRICA
SWEDEN
SWITZERLAND
UNITED KINGDOM
UNITED STATES
WEST GERMANY

SECOND WORLD

ALBANIA
BULGARIA
CAMBODIA
CHINA
CUBA
CZECHOSLOVAKIA
EAST GERMANY
HUNGARY
MONGOLIA
NORTH KOREA
NORTH VIETNAM
POLAND
ROMANIA
SOUTH VIETNAM
U.S.S.R.

THIRD WORLD

ALGERIA
ARGENTINA
BAHRAIN
BARBADOS
BOLIVIA
BOTSWANA
BRAZIL
CAMEROON
CHILE
COLOMBIA
CONGO
COSTA RICA
CYPRUS
DOMINICAN REP.
ECUADOR
EGYPT
EL SALVADOR
EQUATORIAL GUINEA
FIJI
GABON
GHANA
GREECE
GUATEMALA
GUINEA-BISSAU
GUYANA
HONDURAS
INDONESIA
IRAN
IRAQ
ISRAEL
IVORY COAST
JAMAICA
JORDAN
KUWAIT
LEBANON
LIBERIA
LIBYA
MALAYSIA
MALTA
MAURITIUS
MEXICO
MOROCCO
MOZAMBIQUE
NICARAGUA
NIGERIA
OMAN
PANAMA
PAPUA NEW GUINEA
PARAGUAY
PERU
PHILIPPINES
QATAR
RHODESIA
SAUDI ARABIA
SENEGAL
SINGAPORE
SOUTH KOREA
SPAIN
SWAZILAND
SYRIA
TAIWAN
THAILAND
TRINIDAD AND TOBAGO
TUNISIA
TURKEY
UNITED ARAB EMIRATES
URUGUAY
VENEZUELA
YUGOSLAVIA
ZAMBIA

FOURTH WORLD

AFGHANISTAN
BANGLADESH
BHUTAN
BURMA
BURUNDI
CENTRAL AFRICAN REP.
CHAD
DAHOMEY
ETHIOPIA
GAMBIA
GUINEA
HAITI
INDIA
KENYA
LAOS
LESOTHO
MALAGASY REP.
MALAWI
MALI
MAURITANIA
NEPAL
NIGER
PAKISTAN
RWANDA
SIERRA LEONE
SOMALIA
SRI LANKA
SUDAN
TANZANIA
TOGO
UGANDA
UPPER VOLTA
WESTERN SAMOA
YEMEN ARAB REP.
YEMEN, PEOPLE'S REP. OF
ZAIRE

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IN THE DEVELOPING WORLD

THE ESTABLISHMENT

TITO
Yugoslavia

SADAT
Egypt

MALIK
Indonesia

ECHEVERRIA
Mexico

KAUNDA
Zambia

GANDHI
India

After wrenching his country out of the Soviet orbit in 1948, Yugoslavia's Marshal Tito became a founding father of the "nonaligned" bloc. He forged particularly close ties with Egypt and today gives Egyptian President Anwar Sadat strong political backing. Indonesia's low-keyed, intellectual Foreign Minister Adam Malik has played an influential behind-the-scenes role at Third World conferences, while Mexican President Luis Echeverría recently completed a world tour to promote the cause of the poorer nations—and his own candidacy to become U.N. Secretary-General when Kurt Waldheim's term expires. Two other luminaries, President Kenneth Kaunda of Zambia and Prime Minister Indira Gandhi of India, have been preoccupied with troubles at home, but both retain considerable stature in global forums.

BANK ROLLERS

KING KHALID
Saudi Arabia

THE SHAH
Iran

Two oil-rich monarchs, King Khalid of Saudi Arabia and the Shah of Iran, have emerged—thanks to the way they use their great wealth—as powerful figures in the Third World.

FIREBRANDS

ARAFAT
PLO

BOUMEDIENNE
Algeria

BOUTEFLIKA
Algeria

KIM IL SUNG
North Korea

AMIN
Uganda

One way or another, five leaders have been thorns in the side of the West. Yasir Arafat, leader of the Palestine Liberation Organization, is the wild card in the Mideast deck. Algerian President Houari Boumedienne and Foreign Minister Abdelaziz Bouteflika are tireless campaigners for a New Economic Order. North Korea's President Kim Il Sung is suspected of plotting new aggression. And who knows what windmills Field Marshal Idi Amin of Uganda may choose to tilt with next?

IDEA MEN

CHOU EN-LAI
China

PHAM VAN DONG
North Vietnam

NYERERE
Tanzania

PREBISCH
Argentina

DE LA FLOR VALLE
Peru

MOBUTU
Zaire

Chou En-lai has consistently espoused Maoist theories of revolutionary warfare. A disciple of those theories, North Vietnamese Premier Pham Van Dong, has aligned his country with the expanding bloc. Ardent socialist Tanzanian President Julius Nyerere has battled for Black Africa, while the Argentinian economist Raúl Prebisch has been recognized as one of the economic gurus of the developing world. Peru's dynamic Foreign Minister, Gen. Miguel de la Flor Valle, recently surfaced as president of the conference of nonaligned nations in Lima. Zaïre's outspoken President Mobutu Sese Seko has developed a movement called "authenticity" that seeks to help the black man rediscover his roots.

ing nations decide to set, regardless of international law.

- Outstanding debts of the poorer Third and Fourth World nations should be canceled or sharply reduced.
- Foreign aid should be increased, emergency aid should be paid out to offset rising food and fuel costs incurred during the past eighteen months and more technology should be provided to Third World nations at bargain rates.
- The Third World should be given a larger voice in decisions of the World Bank and the International Monetary Fund and should receive a greater share of Special Drawing Rights—the "paper gold" that allows nations to buy hard currencies for business transactions.

Some of the Third World nations already are practicing what they preach. The Malagasy Republic last week nationalized a French trading company with an annual turnover of $200 million in what President Didier Ratsiraka called "a move to eradicate the last vestiges of colonialism." Various developing nations have also banded together to form mini-cartels for such commodities as bauxite, coffee, copper, tin and rubber in hopes of driving up world prices. But the ready availability of substitutes for most of those exports seems to be dooming those attempts to failure.

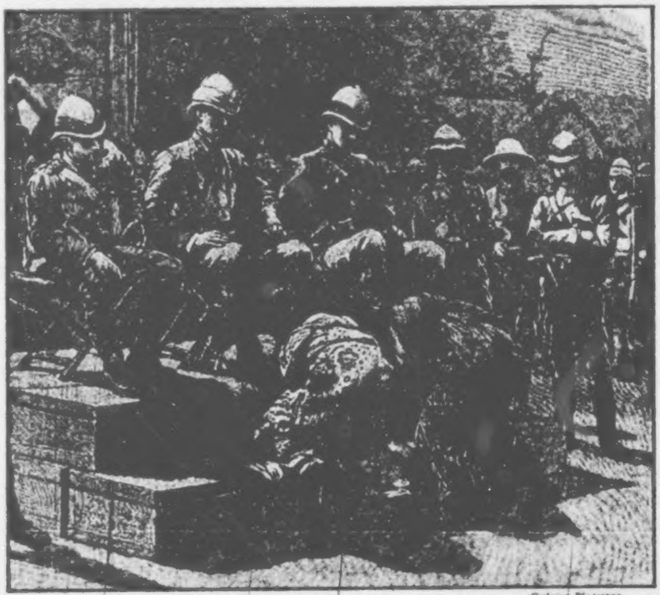
THE RICH REACT

In general the reaction of the industrial West to the pleas of the Third World has been to give a lecture and a promise—which often was not kept. Only with the advent of the energy crisis did the First World begin to come around. In the face of the oil embargo, Japan negotiated a separate peace of sorts with the Arabs by promising them financial and technological aid. Early this year, the European Common Market agreed to provide $450 million to 46 Third World nations stung by falling prices on vital exports, and last month, on a trip to Zaïre, French President Valéry Giscard d'Estaing proclaimed that Paris was eager to help create "a new world economic order [that is] more stable, more honorable and more just."

The United States, however, held back. Kissinger appealed—unsuccessfully—to Western Europe and Japan to join the U.S. in a counter-cartel against the oil producers, and as recently as last May, the Secretary of State rebuffed the principal economic demands of the Third World with the remark: "We cannot accept unrealistic proposals." Last March, Moynihan wrote a magazine article urging the U.S. to stand up to the Third World; when the former Harvard professor and Nixon aide was named to the U.N. post, it appeared the U.S. meant to hang tough with the poorer nations.

Last week, however, Kissinger took a much more conciliatory approach. His proposals:

- A new financing agency should be created within the International Monetary Fund to lend up to $10 billion—at $2.5 billion per year—to help the Third World sustain its development programs despite fluctuations in the prices of its exports. Particularly poor nations could convert their loans into grants.
- An international investment trust should be established to attract new capital to developing nations. The trust would stimulate investment by protecting companies involved from major financial losses.
- An international institute should be created to promote energy development.
- The United States would grant Third World nations preferential import tariffs for their goods, beginning Jan. 1, 1976.
- A new institute should be established to assist developing countries with industrial technology research, and a new center should be created for the exchange of technological information.



Culver Pictures

British imperialism in the nineteenth century: A debt to be repaid

All told, Kissinger's speech urged the creation of no fewer than nine international agencies to aid the poorer nations. In tone as well as substance, the message suggested that the U.S. was ready to link hands with the Third World. "We have heard your voices," Moynihan read. "We embrace your hopes. We will join your efforts." That did not mean, however, that Kissinger was ready to do all that the developing countries might have wished. He brushed aside the question of price indexing—offering in its place "new arrangements in individual commodities on a case-by-case basis"—and he warned Third World countries not to make multinational corporations "objects of economic warfare." He also delivered a sharp rap to the oil-producers' cartel. "It is ironic," Kissinger observed, "that the most devastating blow to economic development in this decade came not from 'imperialistic rapacity' but from an arbitrary, monopolistic price increase by the cartel of oil exporters."

FROM DEFIANCE TO COOPERATION

That touched off an angry riposte from Iran's Interior Minister Jamshid Amouzegar. "It is ironical by a curious logic that the fixing of oil prices by the major oil companies in the past was not considered a cartel action," he snapped, "and yet today setting prices by oil-producing nations in the exercise of their sovereign rights is so harshly criticized." Accusing Kissinger of "hypocrisy," Amouzegar went on: "The real issue is whether or not the world is willing to realize that the era of cheap and abundant energy is over."

The delegates to the special session applauded the Iranian official heartily, but they praised Kissinger's message with equal fervor. The Algerian delegate, Abdellatif Rahal—whose country has been among the most militant in the Third World—said there were "many positive ideas" in the Kissinger text. Iran's Amouzegar himself later said, "We consider the general tenor of his speech and the specific proposals very positive and constructive. For the first time we have concrete U.S. proposals and specific promises of American participation." Amouzegar also told NEWSWEEK that the Third World's price-indexing proposal was not a non-negotiable demand. "If indexation is not the right approach," he said, "we will be happy to consider other arrangements and other proposals."

They might have to. With the exception of the oil-producing nations, the Third World is far from an all-powerful bloc. The First World nations account for 80 per cent of the world's known supply of industrial raw materials. And except for oil, they do most of their trading with each other—which slices into any Third World leverage. Then, too, the Third World suffers from internal schisms that hamper attempts to unite. Black Africa is split on the question of whether to try to reach rapprochement with white South Africa or to isolate it; the Arab nations cannot agree on a common policy toward Israel. The poor—and especially the poorest—of the developing nations have not profited from the extraordinary windfalls of the oil producers. Instead, they have suffered the most; spiraling oil prices siphoned $10 billion from the treasuries of the developing countries last year alone. At the U.N. last week, Zaïre and Sierra Leone registered a significant protest about the oil cartel's price increases.

The Third World might still turn to pressure tactics if it feels that the U.S. will not live up to last week's promises. Kissinger's expectation—in fact, his hope—is that negotiations will stretch out over months and perhaps years. The developing lands might not be willing to wait that long. Nor are they certain to go along with another key element in Kissinger's plan: using multinational corporations as prime movers in developing the world economy. There are some analysts who doubt the sincerity of the wealthy powers. "We're selfish," said Le Monde's astute foreign editor Michel Tatu. "We have never been ready to guarantee them stable commodity prices or a change in the monetary system—and this is still true."

THE COST OF AID

If First World goverments are selfish, it is because they believe that their voting publics would rebel at lavish proposals to redistribute the world's riches. "You can't sell a 'share-the-wealth' program anywhere," insists a State Department official, "including in America." Ford Administration aides maintain, however, that the public need not worry. The Kissinger proposals, they explain, will cost the taxpayer very, very little. The largest single item, the $10 billion development fund, would be financed entirely by the IMF, at no cost to the U.S., while the investment fund would need only $60 million in American money.

Equally important proof of U.S. goodwill might forestall genuinely punishing moves on the part of the Mideast oil producers. Even now, the Saudis, NEWSWEEK has learned, are trying to persuade the other oil producers to postpone, at least until December, the price increase they have been planning to announce later this month. That kind of development, coupled with the generally favorable reaction among the Third World to Kissinger's speech, could mean that the long and bitter years of confrontation between the haves and have-nots may be nearing an end. "I think we'll have more world economic crises in the short run," said Brazil's Commerce and Industry Minister Severo Gomes. "Over the long run, however, I'm still optimistic that there will be a true restructuring of economic relations between developed and underdeveloped countries."

The restructuring will be a prodigiously complicated and painful process, and its outcome is as yet unclear. But most governments now believe that the job must begin. The only alternative might be a nightmare of economic warfare in which the Third World tries to drag the First World down to its own level.

RICHARD STEELE with RAYMOND CARROLL at the United Nations, JAMES BISHOP JR. and BRUCE van VOORST in Washington and bureau reports

AP

Gonçalves (left) in defeat: Back to the ranks to serve the revolution

Portugal's Turning Point

The bitter two-month struggle to drive pro-Communist Vasco dos Santos Gonçalves out of Portugal's government finally ended last week in what seemed to be a clear-cut—by Portuguese standards—victory for the forces of moderation. After a week of desperate maneuvering, Gonçalves was stripped not only of his nomination as armed forces Chief of Staff but even of his membership in the Revolutionary Council, Portugal's top policymaking body. Gonçalves (who had been fired as Premier the week before) stayed on temporarily as head of a caretaker government. But Premier-designate Adm. José Batista Pinheiro de Azevedo was working hard at the weekend to bring Socialist leader Mario Soares and other anti-Communist politicians and military men into a new and more moderate government.

The last act of what sometimes looked like a drama without end was played out at a paratroop base at Tancos, 80 miles north of Lisbon. There, in six and a half hours of shouting, arm-waving confrontations between Gonçalves, Azevedo, President Francisco da Costa Gomes and a rump session of the Armed Forces Assembly, the former Premier and three of his closest allies were kicked out of the Revolutionary Council. Even before the meeting ended, Gonçalves stalked out in a fury, drove back to Lisbon and announced he was turning down the nomination as Chief of Staff. "He wants," said an aide, "to return to the army so that he can contribute to the revolution."

Only a few months before, it had been widely assumed that Portugal's revolution was inevitably "going Communist." Last week's developments certainly did not signal a right-wing revival. But the country's drift toward Communism had clearly been checked and perhaps reversed, leaving socialists of a noncommunist stripe as the big winners. That was a heartening turn of events for the U.S., which had been sounding alarms for months, and for the European socialist movement, whose leaders treated Soares like a hero at a gathering in London last week just before the fall of Gonçalves.

Paralysis: The ouster of Gonçalves raised hopes that Portugal's case of creeping administrative paralysis might at last be cured, and never was a cure more sorely needed. While the political drama unfolded last week the government watched helplessly as civil wars in the colonies of Timor and Angola spilled more blood. At home, the economy was sinking fast, and although an eight-week siege of anti-Communist violence in the north seemed to end, riots by jobless Angolan refugees in Lisbon left another half-dozen wounded.

At that point, however, the government was engrossed in its own internal squabbles. Gonçalves's enemies, led by nine dissident military officers who had launched the campaign for his ouster as Premier, moved to exclude him from